

School Activities

SEPTEMBER, 1951



United Nations Assembly Scene — Julia E. Test Junior High School, Richmond, Ind.



Knoxville—R.O.V.A. (Oneida) High School Teams in action—Knoxville High School, Knoxville, Illinois.

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School Activities

HARRY C. MCKOWN, *Editor*

C. R. VAN NICE, *Managing Editor*

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As the Editor Sees It



With considerable pride we begin our twenty-third year of publication. No organized educational body gives us financial support; our advertising income is small. Hence, for whatever success we may have had we credit you—our subscribers and our contributors.

More deaths from initiation stunts! Frankly, we get so blankly blank mad when we read or hear about these needless tragedies. (Of course, those cases reported do not represent the entire picture; doubtless many other students are maimed physically, mentally, and socially). Whose fault? The head of the college or secondary school who countenances such dangerous nonsense is mostly to blame. And his funeral wreaths, public tears, expressions of regret, promises that there will be no more, etc., hardly compensate for the damage caused by his own stupidity.

The Cornell University chapter of Alpha Tau Omega did it differently. Recently the new members were "hazed" by being required to repair the homes of two needy families. Fraternity pledges at Whittenberg College, Springfield, Ohio, are similarly "constructively initiated" by being assigned worthy welfare and social activities. We hope this plan "takes." Perhaps it won't, because it is too useful, and not sadistic enough.

The Student Credit Club is a newcomer, and is developing fast. In a typical example, membership is by formal approval and the purchase of a share, for 25 cents or so. Loans are limited to 50 cents on the borrower's own signature, one dollar with a student co-signer, and three dollars with an adult co-signer. A fixed daily interest charge is made. Unless renewed, all loans are for a period of one week.

It has always been assumed that if an individual has even a reasonable admiration for outstanding historical personages he will, to a considerable degree, incorporate in his own behavior some of their desirable characteristics. In their article, "We Tested Some Beliefs About the Biographical Method," *School Review* 59: 157-163, March, 1951, Stephen M. Corey and Others de-

scribed how this hypothesis was tested by a group of teachers at the Horace Mann-Lincoln Institute of Teachers College, Columbia University. And the startling fact was that this hypothesis was not substantiated. This is not conclusive evidence, but at least it is evidence, more than we have ever had on the other side—opinion only based on wishful thinking.

A "Champ or Chump" posture campaign is suggested by a reader in the April, 1951, *Clearing House*. A class or group begins by naming a "Posture Champ" and a "Posture Chump." Each of these then has the job of appointing his successor. Something different, at least.

Discouraging absenteeism is the purpose of the student-attendance council of the City Park, Dallas, Texas, school. In this plan students respected by the absentee impress him with two ideas (1) his class and friends missed him, and (2) he himself missed something. According to Principal W. A. Hamilton, student-pressure has been more effective than teacher-pressure. Maybe an idea for your school?

During the past three or four years there has developed a trend towards the elimination of non-athletic interscholastic competitions. Music, debate, speaking, and dramatic contests, for example, have been widely replaced by non-competitive events and programs. And "Information Please" types of competitions in school subjects have been dropped by many schools and several associations. The University of Oklahoma is the newest addition to the list of higher institutions which have abolished annual academic contests. A healthy trend!

Because he considers it dangerous ("it puts poison in the minds of children") a certain state legislator has introduced a bill banning the study of Communism in the university. But we'll bet that he would OK the study of smallpox, diphtheria and cancer in the university's medical school. How can you fight political disease intelligently if you don't know what it is, its origin, development, and disastrous effects?

What's Holding Back the Student Council Idea?

DESPITE THE PREVALENCE of student councils in American public high schools—there are probably more than 15,000 councils in the more than 24,000 public secondary schools—student council participation in school government is ineffectual in far too many high schools.

The functions and activities of most student councils are so restricted and dominated by principals and sponsors that the councils become little more than debating societies. Though the student council idea is widely accepted as a demonstration of representative participation in government, as an example of group cooperation, and as an illustration of the spirit of democracy, these grand phrases amount to little more than lip service in a great many high schools.

These are harsh words. But the experience gained from visiting high schools in many sections of the country, from observing State, regional, and national student council conferences, and from serving for more than a score of years as high school administrator and teacher, leads to no other conclusion. Yet I am devoted to the student council idea. Its objectives and ideals deserve to be supported vigorously and enthusiastically all along the line. Professionally, however, we teachers and administrators have not begun to capitalize on the possibilities of effective student participation in school government. Here and there, in relatively few schools, yes. But across a broad front, no.

Why is this so? Why have we failed to make the student council movement a common instrument for vital democratic living?

We haven't done many of the things we should have done.

What are some of these things we should have done to give power to the student council movement?

1. *Time.* Time for the principal to give attention to the significance of the student council. Time for the sponsor to devote energies to council activities. This means a free period or periods for the sponsor, released from usual teaching duties. A regular time for the student council to meet during the school day. Time to discuss.

ELLSWORTH TOMPKINS
Office of Education
Washington, D. C.

Time to plan. Time to report to homeroom constituents.

To the things we consider important, we give time. By failing to provide adequate time to the student council, we sabotage its potential.

2. *Facilities.* A room for the council to meet in. A headquarters. A place for a file cabinet. Provision for continuous and well-kept records. Stationery. A typewriter. Secretarial service by pupils. Petty cash for stamps and incidental small expenses. Freedom of access to the financial statements of all school activities.

3. *Endorsement.* Enthusiastic backing by principal and teachers. School staff stays on. Students come and go; council officers usually change each year. Provision for faculty discussions devoted to means for strengthening the student council. Development of stated goals for student council activity within the framework of the school's philosophy. Use of pupil-faculty committees for planning and evaluation of council's activities.

4. *Integration.* The student council is not just another student activity, but the fountainhead of all pupil activity. It charts clubs. It advises on athletics. It is welcomed (not by-passed) as main avenue for communication between student, teaching staff, and administration. It is regarded not so much as formal structure of student viewpoint but as partner of school management team.

5. *Autonomy.* There ought to be some area of student interest in which the council can act on its own. This may consist of just one tiny item or of several, depending on how well the council fulfills responsibility. Where the council is unable to act autonomously in *any* area whatsoever, it tends to be functionless. This is the point at which the student council either becomes a figurehead or a functioning group. Of course, the council makes mistakes; we all do. But, if the administration is willing to give it some opportunity for autonomous action, with the understanding that results will determine further autonomy, the basis for effective student council

action has been provided. Unwillingness on the part of the principal to allow the council any autonomy at all will make it difficult to get positive action from the council when he wants it. Here is the issue. Is the council to be used for manipulation or function? Is it a group of errand-runners or partners?

6. *Democratic process.* The methods used in arriving at a decision largely determine how effective the decision will be. The means used for getting things done are important to people, for people want to share in shaping the decisions affecting them. The relationship of the principal to the student council and student body underlines the necessity for the democratic process. The student council should be consulted beforehand on decisions or policies affecting students. "The constant aim of management must be to stimulate people to think, question, doubt, challenge, explore, initiate—and in turn to teach those under them to do the same."^{*} No matter how benevolent it may be, dictatorship tells people what to do. Democracy encourages them to help decide for themselves.

7. *Up-to-date educational practice.* Student council officers and members usually act within the framework of the only educational philosophy they know. . . . the one in their school. Experience with student councils and educational conferences on student councils reveals that most students do not know what up-to-date educational practice is. Outmoded ideas are accepted as gospel by students whose faculties ought to have taught them differently. Observation indicates that a large proportion of high school youth accept without question (1) that membership to the student council should be open only to those students having high scholastic standing, (2) that only persons with a B or better average may run for student council office, (3) that nominees for student council office must be approved by the principal or sponsor. In the field of instruction, students accept the concept of education in which the teacher is the dispenser, and the pupil the recipient, of information, in which the pupil is graded on the amount of information he retains.

It is amazing to find so many student council leaders accepting these ideas without question. But if they believe them, isn't it only because they have been taught to believe them? For the sake

of the individual student, if for no other reason, principals and teachers ought to teach that in a democracy every normal member of the electorate has the privilege of voting or running for office, that practice and not information alone effects greatest behavior changes, and that citizenship is a component of attitudes and knowledge, not knowledge alone. The imposition of scholastic barriers to student council membership has serious implications for undemocratic practice. Gerald M. Van Pool made the point emphatically in his article, "Requirements for Student Council Membership," in the October 1950 issue of *School Activities*.

8. *Students' opinions and attitudes.* Pupils usually know the state of mind of principals and teachers, but there is good reason to believe that the principal and staff do not know the attitudes and opinions of pupils unless they make a conscious effort to find out. Some studies in this area reveal that because of his position, the principal may not have firsthand knowledge of pupils' attitudes. Yet it would seem that the principal ought to know what his students really think, if there is to be rapport between staff and students. A high school principal in Massachusetts said he was unaware of what his students really thought until he enlisted their full confidence and "sneaked up" on their opinions. We know that youth often tells the principal and teachers what it thinks they want to hear. Pupils will tend to speak freely when they are recognized as partners in the team that runs the school, when they have no fear of recrimination, ridicule, or reprisal. The principal and staff ought to have access to the honest opinions and attitudes of a representative number of students in order to foster an effective student council.

You may have heard the remark, "A lot of people grow older, but that doesn't mean that they grow up." This seems to apply to the student council's role in participating in school government. Most of the large high schools have student councils and they have had them for quite a time. Only in some of the schools have they really fulfilled a purpose. Why? Because the administration and staff have not gone all-out to develop the student council as a democratic partner in the educational enterprise. I have heard principals say they were ready and willing to encourage the student council whenever it showed that it could accept responsibility. This is a way of saying "almost never." For,

^{*} Quoted from William B. Given, Jr., "Bottom-Up Management." New York: Harper and Brothers, 1949.

wherever the student council has achieved real progress, the principal and sponsor have cooperated to supply the motivating force.

Just a few words more. The National Association of Student Councils has been doing a fine job in furthering the work of councils through conferences, publications, and consultative service by its staff. Over 5,000 public and independent schools are now members of the NASC. The NASC does not guarantee a good student council, but it does provide information through publications and conferences whereby a particular school can learn what others are doing. Your school council can profit by membership in the National Association of Student Councils.

In addition to this national organization, there are four regional student council associations (covering more than one State) and thirty-eight State associations. The number of city-wide, county-wide, or within-State district student council associations is not known, but there are probably hundreds of them. Through these associations student councils may learn of the prob-

lems and accomplishments of other councils in other cities and States, and by this experience they may be able to clarify their own objectives and functions.

A Three Point Program

About ten thousand high school student councils are not members of the national association; approximately nine thousand high schools have no student council at all. If we are going to get the answers to "What's Holding Back the Student Council Idea?" we shall have to have student councils in schools now without them, more school-memberships in the National Association of Student Councils, and increased opportunities for existing student councils to fulfill their proper role as partner to management in the high schools of America.

But,—and it is a big but—the principal and other administrators *must be enthusiastic* about providing opportunities for student participation. If we knew that they were really behind the student council idea, it would spread like a prairie fire.

Here is how faculty, students, parents and community can be brought into advisory relationship with the administration.

A Plan For Democratic Administration of a High School

TODAY YOU HEAR these phrases: *Schools for all children, Equal educational opportunity, Give our children a better chance in tomorrow's living, Create better American citizens of tomorrow, Create an enlightened electorate.* Today, any good plan for school administration must take into account the ideas behind these and similar slogans.

The plan which is to be offered here is based on several ideas concerning "democracy" and "administration." One of the best (best, meaning efficient and longest retained) method of learning is through identification with individuals and their practices. This means that to learn democracy the pupil should see those whom he admires practicing democracy and should be able to experience it himself.

Democracy is complete only when those reaching decisions support them and carry them out. This means the minority and controlling majority both should give support to those deci-

WILLIAM E. ULRICH
2603 Madison Street,
Wilmington, Delaware

sions. The minority retains the right to challenge the results of the planning, but not to influence those results through neglect of their responsibilities.

In terms of *administration*, one must remember that the administrator is responsible for carrying out the procedures that implement the policy he has agreed upon. That is a responsibility that he cannot abdicate. Another is the responsibility for knowing that his policy meets the approval of his next-higher superior. Within the framework of these two limitations, he may seek advice from any source, or carry on activities of any type. This plan concerns chiefly ways in which a school administrator may utilize varied sources of advice, mainly through council organization.

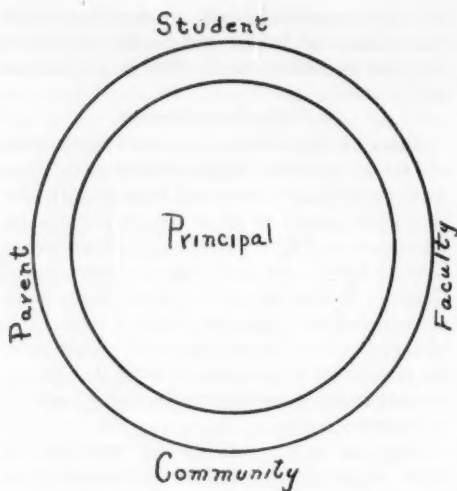


Diagram One is a schematic representation of the principal located at the center of a sphere which might be labeled *The sphere of the principal's responsibilities* or *The sphere of influence making demands upon the principal and controlling his destiny*. The principal should recognize this two-way flow of "responsibility to" and "influence from," and give the four groups represented on the sphere an advisory status in his planning. The reader will notice that there are no limits demarking the edge of any group's influence. Rather, one could conceive of the surface of this sphere like that of a soap bubble. It, like a bubble constantly changing its pattern of color, constantly changes its pattern of influence. Thus, in some situations, the student desire would be a greater area than the parent or community desire.

If you were to desire to institute a new plan of administration into a school, you would want to know the answers to the questions:

1. What can I do to help insure its success?
2. At what point should I institute the first change?
3. What should be the follow-up procedures?

People are more likely to accept new ideas and modify their procedures if they know and appreciate the reasons for the change, and if they see clearly the methods they are to follow after the change. To give this information is the administrator's first step in the introduction of a new plan. Each person concerned should be

given complete information on the responsibilities and limits of his new task. He should see how his work will fit into the master plan. Equally important, if not more so, is the necessity to give the new group an immediate and real chance to exercise authority, share in a program, or institute a survey. In the area of advisory council, it is particularly necessary that the participants know and see the action taken and the results achieved by the policy they helped to formulate.

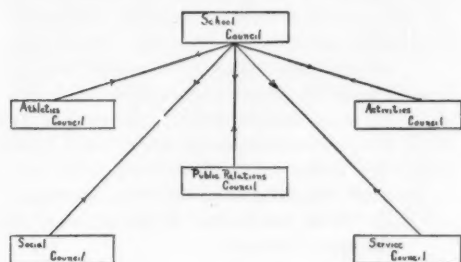
In introducing a change to democratic administration in a school, the logical place to start is with the faculty. Here is a skilled professional group probably more familiar than the principal with the details of the daily life of that school. Here is the ideal starting place.

The first step is to remove as much as possible all administrative announcements from the faculty meeting. The use of a handbook or of bulletin announcements is suggested. That frees the faculty meetings for consideration of problems in which the principal seeks the teachers' advice, or problems on which they feel he should have their advice. The two problems most frequently considered by faculty advisory boards are those of curriculum and teacher salaries.¹ Others that might equally be their concern are: social adjustment of problem children, programs for exceptional children, classroom techniques, and management. Any study they make should be carried to the point where they recognize and attempt to formulate practices that will aid in reaching the aim of the study. This is particularly true of studies devoted to the formation of a philosophy, which are so often considered complete when the philosophy has been stated.

The second step in conversion to a democratic administration and utilization of school and community resources is to bring the student group into a more active advisory capacity. With this group you have a second aim—the training and practice in democratic procedures and social relationships implied in an advisory council. The desire is to give this training to as large a number as possible without sacrificing the program's efficiency. To do this the normal responsibilities of a student council are divided. These divided responsibilities are then assigned to a series of councils. The division of the responsibilities might result in many different

¹ Hubbard, F. N., "Democratic Participation in Local Administration," NEA Journal, Washington, D. C., Vol. 33 (Nov. 1944), 193-194.

council plans, varying with the special situation of the school concerned. The suggested division was made by Miss Gertrude Gantz and the writer for a junior high school of three hundred pupils in an expanding school district. It is felt that the plan here presented is widely applicable.



This plan represents a group of advisory student councils which may be adapted to any size school which functions on a homeroom basis. Now to consider the make-up and responsibilities of the various councils.

The Athletics Council

Is composed of:

- One boy and one girl elected from each homeroom
- Faculty member (s) appointed by principal
- Captain of seasonal major boys' sport(s)
- Captain of seasonal major girls' sport(s)
(c should equal d in number)
- Optional, captain of cheering squad

Has the following duties:

- To plan and administer all school sport programs, contests, etc.
- To elect two students to the School Council
- To elect, or appoint, one faculty member to the School Council. May be a voluntary appointment.
- To elect their own chairman, who may be either teacher or pupil
- If desired, to appoint standing committees for the regulation and planning of girls' and boys' intramurals

The Social Council

Is composed of:

- Two boys and two girls elected from each homeroom
- Faculty member(s) appointed by the

principal

- Temporary representative from group to which the Social Council has delegated responsibility

Has the following duties:

- To plan the school social calendar, picking dates and type of functions
- To sponsor at least the first all-school dance, and to delegate the responsibility for refreshments, music, and decoration for all school dances
- To handle all financial aspects of the social program. This includes printing and selling of tickets, and payment of bills, plus accounting for all monies.
- To elect two students to the School Council
- To elect, or appoint, one faculty member to the School Council
- To elect their own chairman, who may be either teacher or pupil

The Service Council

Is composed of:

- One boy and one girl elected from each homeroom
- Faculty member(s) appointed by principal
- Optional, one member from each staff organized under the council

Has the following duties:

- To serve as organizing and coordinating council for all school service staffs.
(Typical service staffs which might be organized upon need are mimeographing, lunch-time secretary, visual aid operators, ushers, and school patrol. Thus any organization using the building which wanted ushers or stage light hands could contact the Service Council.)
- To elect two students to the School Council
- To elect, or appoint, a faculty member to the School Council
- To elect their own chairman

The Activities Council

Is composed of:

- One boy and one girl from each homeroom
- Faculty member(s) appointed by principal
- Optional, one member from each club organized under the council

Has the following duties:

- To serve as organizing and coordinating

council for all activity and special-interest type clubs

(Typical clubs which might be organized upon an indication of interest are photography, dancing, athletics, dramatics, and glee clubs.)

- b. To elect two students to the School Council
- c. To elect, or appoint, a faculty member to the School Council
- d. To elect their own chairman
- e. Optional, they may be assigned the planning or delegation of school assemblies.

The Public Relations Council

Is composed of:

- a. One boy and one girl from each homeroom
- b. Faculty member(s) appointed by principal

Has the following duties:

- a. To serve as contact with the community with press publicity, radio publicity, and school newspaper
- b. To operate all fund drives within the school, such as Red Cross and Community Chest
- c. To supply student speakers where and when desired
(Every group which uses a school building has a responsibility to the student group for whom it was constructed. A principal should reserve the right to thirty minutes of any group's meeting in the school. This full time would seldom be used, but school events would receive publicity announcements and the groups would get an opportunity to meet and hear members of the student body.)
- d. To elect two members to the School Council
- e. To elect, or appoint, a faculty member to the School Council
- f. To elect their own chairman

The School Council

Is composed of:

- a. Elected members from the special councils
- b. Faculty members from the special councils
- c. President of the Senior Class
- d. Principal acting as chairman of the council
- e. Optional, presidents of other classes

Has the following duties:

- a. To consider all topics presented to the council by the representatives of special councils. To make policy and where possible to take action.
- b. To consider all topics presented to the council by the principal and where possible to take action and decide policy.
(For example: One School Council considered the following three problems: Possibility of outdoor lunches, ball playing area, and formulation of an Activity Program questionnaire for the next year. The first two problems came from students, the third from the administration.)
- c. To act as coordinator of the activities of the special councils
(For example: To coordinate the work of the Public Relations Council, the Service Council, and the Music Department in the presentation of a school operetta.)

In instituting this plan, as in the introduction of faculty advisory procedures, the basic tenets of successful administrative changes must be kept in mind.

1. Explain reasons for change
2. Explain new method to be used
 - a. Outline responsibilities
 - b. Define limits of responsibilities
 - c. Show integration of parts
3. Assign immediately accomplishable tasks

In considering the plan stated above, the criticism will undoubtedly be leveled, "There are too many teachers in the students' councils." That is correct. They are there to aid in the original explanation of duties and responsibilities, and to assure, if possible, the initial successes. In one or two years, the cross or dual council representation of faculty members can be withdrawn; and, dependent upon the principal and the smooth functioning of the divided councils, the principal may become advisor instead of chairman of the School Council. If the division of responsibility into several councils seems too great in schools where a single council has been functioning successfully, an athletic committee and a social committee of the present Student Council might be elected by the homeroom along with the present student council representative. Then, in time, other committees could be set up and the present Student Council gradually change to the new School Council.

The third area adaptable to change to a democratic administration is parent area. The most active parent group is usually the PTA. This group has a ready-made council—namely, its executive board. This board usually consists of the officers of the PTA, plus the chairmen of the active committees. The principal should attend their meetings and use them as an advisory board. The president of the PTA should act as chairman of the meetings.

The last group appearing in Diagram One is the Community. This is the hardest group to make active in an advisory capacity. Such an advisory board might well be called "Principal's Advisory Council." It would be difficult to organize, especially for a new principal. The

question of who would become members and how they would be chosen would have to be decided in each case. It should meet at least quarterly, and as much more often as is necessary. It might be composed of: faculty representatives elected by the faculty, PTA representatives elected by the PTA, parents, non-PTA, selected by principal, or by faculty recommendation, or by lot. It should include a representative of the adult education courses using the school, also of those interest groups, such as community dramatics club, which use the school. It might include representatives of the church or civic welfare groups and service clubs. The scope of problems it could discuss would be immense.

Handbook Project--Assembly Program

AS THE SO-CALLED TEACHER of an energetic junior English class at the Barringer High School in Newark, New Jersey, I, in setting down this preface, am fulfilling my "assignment" of making a contribution by way of explanation of our multiple class project conducted last term.

Our English course of study at Barringer calls for traditional learning—reading, writing, speaking, and the mechanics of English—of which we, in junior English, partake humbly. But last season the contemporary problems and interests of Barringer could not be denied a place of prominence in our daily English classroom living.

We were all impressed with thoughts of the forthcoming evaluation of our school in April. We were determined to make a worthwhile contribution. In our investigation process, we found that one of the blind spots in our school was the lack of an up-to-date handbook for new students and visitors. With this incentive of producing a much-needed Barringer "Blue Book" (our school colors are blue and white) we set to work.

Briefly, our steps in the process of writing a handbook were as follows:

Examining old Barringer yearbooks, the handbook, guidebooks of other schools, and library materials.

The listing of necessary information for the new handbook.

GRAYCE A. FOLEY
*Teacher of English,
Barringer High School,
Newark, New Jersey*

Dividing the job among committees of five.

Using references for information—library, school documents, memorials, interviews, etc.

Writing chapter sections of the handbook by student committees.

Planning, typing, and arranging sections into a unit for reproduction and publication.

Next, we were concerned with explaining the book to the entire student body. It was agreed, as a result of class discussion, that a school assembly should be devoted to a review of some of the outstanding events in Barringer's history through a dramatic presentation. Again, committees were formed to share the burden of this master undertaking—the writing and production of an assembly play emphasizing the theme "This Is Barringer."

In the following account of the actual work on the assembly program, the students speak for themselves. Each section that follows was written by a student and selected by the chairmen of each group, who met as a joint committee on the writing of this article. This committee of "editors" met during one class period when

I was absent, corrected the papers of the class, and presented the following information as material.

The Origin of Our Assembly

The whole idea for the Barringer assembly originated in the making of a guidebook called the "Blue Book." The purpose of this pamphlet was to introduce and inform new pupils, parents, and visitors about our school. We decided that the theme of our play should result in an excellent portrayal of Barringer in the past, showing various subjects taught then and now, and how our many traditions originated. We studied our problem, put our ideas together, and as a result, produced an original and major "All-Barringer Assembly."—Christina Falco.

The Purpose of Our Program

We had one purpose in mind, and that was to introduce the pupils of Barringer to the history of our school. We as a class felt that our students, and probably students of other schools, just go to school to learn English, algebra, history, and other subjects, without taking an active interest in what their schools really are. We believe that pupils should not be satisfied with just learning school work. In Barringer, for example, a student, as he walks in the halls, should be able to look at one of the many memorials and understand why it is there and to whom it is dedicated.

With this in mind, we set to work. The odd part of our project is that we who were doing it knew little ourselves about the history and traditions of our school. That made the work more interesting, because as we were trying to teach, we also learned.—Arnold Mattia

Planning the Assembly

Planning for this program did not only give us enjoyment, but it showed how a group of juniors, if they were really interested in doing it, could work hard and come up with a good Barringer performance.

Since it was to be a play on the history of Barringer, it was decided that the play would be divided into flash back scenes. Therefore, we grouped ourselves into six different committees to be concerned with the following steps:

An introduction to the Blue Book

The first school scene

The origin of the *Acropolis* (the school magazine)

Plans for erecting the present building

The naming of Barringer Barringer memorials

The class then began to write the dialogue for their different committees. After the dialogue was written, commented upon, read before the class, and corrected, parts for acting were given out to the members of our particular class only. Equipment, staging, and musical interludes, worked out in cooperation with the music department, were other phases of our production. Everyone had something to do. Committee work and rehearsals were carried on in our room and in the auditorium during our class period as well as before and after school.

After a great deal of practicing, Friday, April 20, arrived, and those juniors, who had anticipated with awe that big day in front of the faculty, student body and visiting evaluation committee, gave a performance which will always be remembered.—Marie Salerno.

The Values of Our Work

Our English class derived many values from the "All-Barringer" Assembly, both as a group and individually. Everyone who participated learned something about acting, public speaking, and staging—something that will be of much use in the future. The class also profited from writing and producing the play, and each of us now knows just how much work goes into a production before it is presented to an audience.

The class was not the only group to benefit, however, as the entire school, pupils and faculty, learned many things about Barringer which up to that time had been lost in history throughout the years. So, you see, almost everyone, even those not connected with the assembly program directly, derived many values from attending our performance.—James Babey.

* * *

By way of conclusion, I might add that these pupils learned more than "just English" in the course of this project. It is not complete as yet, for we are now in the process of comparing printing costs, and selling our idea to the student council in the hope that they will pay for the printing of the handbook. Our students learned the importance of working together, of the vitality that grows out of doing something for others, and of the necessity for individual cooperation in any major undertaking. What more could a teacher (now a dyed-in-the-wool student!) desire?

A School Carnival That Pleases Police

WHEN YOUNG GOBLINS GOBBLE and witches wander on Hallowe'en night in the little Texas city of Gladewater, they confine their jurisdiction to a comparatively small area—the local high school football field.

There a multitude of excited tots, laughing teen-agers, and merry-making adults, some in costumes and more without, spend hundreds of dollars and an inestimable amount of energy in having a gala time at an annual school-sponsored festival.

The frolicking "customers," however, are not the only persons made happy by this occasion. The city police and school officials are also pleased, for potential vandals are too tired after this 6:30 to 10:00 o'clock carnival to be interested in activity elsewhere.

The junior class members, official sponsors of the carnival, are also among those made happy, for the sale of admission tickets and the proceeds which they take in at two refreshment stands will help finance their junior-senior banquet and prom in the spring.

Other school organizations are jubilant with their own takes. The journalists, by attaching 1 to 5-cent novelties and goodies on fish-pond hooks, make additional money for sweater awards to top editors.

"Oh, well, it's for a good cause," says a grinning patron who pays a dime and is luckless enough to "catch" a penny stick of chewing gum. His sportsmanship, incidentally, is representative of the liberal people who patronize this and similar booths.

To replenish their club treasury, a group of Future Homemakers dance, sing, and impersonate radio and screen stars. Bandsters serve root beer. A junior high pep squad is in charge of an apple-bobbing and a bean-guessing contest, and a group of Scouts operate a "country store."

"You will meet and fall in love with a gorgeous blonde next week," a fortune teller promises a freckled sixth-grader, but only after the latter has contributed to a class fund.

Swaying and crooning in a minstrel show, some temporarily chocolate-coated guys and gals of another organization enlarge their treasury while "de pickins is still good."

"Come on, Mr. Cruce," says a senior to one

C. W. DAWSON
*Journalism Teacher,
Gladewater High School,
Gladewater, Texas*

of his teachers, "try your hand at penny pitching!"

"You'll be sorry," a competitor at another stand warns. "Better spend your money in our spook house. You'll make good friends there."

"No, no, come play bingo and win a cake, Mr. C," another voice calls.

The prospective spender hesitates and surveys the big circle of tented booths. "Shall it be one of these or the coffee and cake stand?" he soliloquizes. "Mm . . . where's that garter-throwing booth Claude Hughes was going to sponsor? Maybe I oughta take in McCord's Western Hold-up."

A series of half-mingled spiels from other barkers make melody along one of the 10-yard lines: "Okay, folks, step right up and see the



Superintendent Presents the Queen

boxing matches . . ." "Get your pop corn balls here—only 10 cents . . ." "Be in style, join the cake walk . . ." "Throw a baseball and watch Jackie fall!"

The spiels continue, and coins tattoo on wooden counters until 9 o'clock, and then suddenly an announcement from a loud speaker brings a quick transformation.

Some of the booths and sideshow tents are hastily dismantled partially or completely. All are soon abandoned, and everybody takes a seat in the stadium opposite a glistening stage, to await the climax of the evening.

This event, of course, is the crowning of the Carnival Queen for the current year. Six lovely princesses, each representing one of the six junior and senior high school classes, tingle hopefully. Each wonders: "Will I be Queen?"

Her Majesty is to be the girl whose class has

sold the most admission tickets to the carnival. Each voter has automatically cast his ballot for the girl of his choice by buying a ticket from one of her classmates.

Abruptly preliminaries are over, and the superintendent, Dana Williams, rises, takes one of the candidates by the arm, and presents her to the assemblage.

Wild with delight, Queen Jean Goar's fellow sophomores screamed and applauded triumphantly at this point in the program last year, doubly joyous in the knowledge that they had won and at the same time shattered a traditional winning streak which the seniors had enjoyed through the years.

An hour later, the lights on the field are out, the pine frames of deserted booths are left lonesome, and the Gladewater citizenry prepare for bed in unmolested homes.

Conscription of All Americans in Time of War

A Presentation of the Affirmative Side of the Current High School Debate Question.

RESOLVED: That All Americans Should Be Subject to Conscription for Essential Service in Time of War.

The task of selecting a debate question that will be discussed by all of the more than 20,000 high schools of the United States during an entire debate season is a truly serious matter. Suppose for a moment that this task were entrusted to you, and you really wanted to do a good job of selecting such a question. With no established set of criteria for the selection of such a question, there is a real danger that you might pick one that would not meet the needs of such an important educational activity of American high school students.

Any debate question that is to be discussed by all of the high school debaters of the nation for an entire year must be selected with some very definite qualifications in the minds of the individuals who are responsible for the selection and final wording. The six points to be considered in phrasing a good debate topic are:

1. The debate question must not be one-sided.

HAROLD E. GIBSON
*Illinois State Normal University,
Normal, Illinois*

2. The question must be of such a nature that its discussion will stimulate the debater to work hard in securing evidence.
3. Proof must be available for points on both sides of the question.
4. The question must be stated in the affirmative.
5. The question must be of timely interest.
6. The question must be stated in clear definite terms that can readily be understood.

The question for debate during the coming year for all high school debaters is:

RESOLVED: That All Americans Should Be Subject to Conscription for Essential Service in Time of War.

We will take this question just as it has been stated and see if it meets the six requirements of any good debate question as they have been listed above.

This question certainly meets the first requirement adequately since it is definitely not one-sided. At this very time, many people in the United States may be wondering just how this nation would go about organizing to secure full scale production in the event of war. The President of the United States sent a memorandum to the heads of all executive departments and agencies under date of January 17, 1951, that gave us a National Manpower Mobilization Policy. Many articles have been published by the leading magazines of the nation on this particular problem. There is no reason to believe that this problem will not continue to be one of the most important matters of discussion by the people of this country for months to come.

There can be no doubt but that this question will cause the high school debater to work hard in order to secure evidence. He will have to secure information upon the number of man-hours needed by different industries, if they wish to attain maximum production. It will probably take hours of research upon the part of the debater to secure all of the information needed to discuss this question.

The requirement that proof must be available for both sides of the question is admirably met. While there is not so much material at hand that the debater will become confused, there is enough to keep the average debater busy sifting and sorting the materials that he will use to prove his point.

The fourth requirement is that the question must be clearly stated in the affirmative. It does just that. The question calls for a positive, affirmative action in the event of war. It calls for a definite change from the present system of handling the American workman in the event of war, that is altogether different from the plan that we follow in the United States at the present time.

There is certainly timely interest in the question. The fighting in Korea and the apparent possibility that we might be drawn into a war of gigantic proportions, have made many people wonder if there is not a possibility that we will have to change our economy to one that is on a full time war basis. If you doubt that there is a timely interest in the proposal, take the time to ask the father or mother of a boy who is fighting in Korea.

The question clearly qualifies for the last re-

quirement. It has been stated in clear and definite terms. No one can misconstrue the meaning of the word "conscription" or the phrase "essential service in time of war." In fact, it can be stated positively that this subject does meet all of the six requirements of a good debate question.

WHY IS THIS QUESTION IMPORTANT TODAY?

Although it should be apparent why this question is of such importance today, it is only logical to ask why it was selected as the national debate topic for 1952. If we learned anything at Pearl Harbor, it was that this nation must never again be caught without its defenses in perfect shape. Pearl Harbor was not only a great military catastrophe for the United States, it was also the beginning of a near crisis in our national life. This dastardly attack upon our nation threw us into a state of war without the time needed to prepare for such a struggle. We learned then that we must never again be forced into war without an adequate defense and without a carefully planned system for producing the materials of war that we will need in any major conflict.

On June 25, 1950, we were forced into a war that was not of our own choosing. Immediately, we realized that we had allowed our defense to become weak after the close of World War II, and plans were made for the creation of a system of defense that would protect us in the event of a development of the localized hostilities in Korea into a major war. One of the first things that we planned was some system of providing adequate manpower to manufacture the needed munitions of war in the event of a major conflict. When the planning got under way, we soon realized that the nation did not have the needed manpower.

The debater may wonder just why we seem to be short on manpower at this time when we produced in such magnificent quantities during the last war. In the first place, it should be understood that we were beginning to reach the bottom of our manpower pool during the last two years of the last war. In 1943, the Austin-Wadsworth Bill was introduced into Congress calling for a manpower control that is very similar to the plan that is proposed by the affirmative in this debate. We needed some kind of control of manpower then, but our successes in the

war caused us to put off the enactment of this bill. We were very close to the adoption of conscription of all Americans for essential service, but the need then was not as great as it will be in the event of another major war.

When World War II started, we had over 8 million people unemployed in this country. We were just getting out of a major depression, and these millions of men were eager to secure a job. It really took us about two years to use up this great back log of unemployed workers. Today, we have only about 3.2 million unemployed, and many of them are unemployables. Many cities are already reporting a serious shortage of manpower, and the defense program has not gotten underway at present.

Another factor is important in the total manpower picture that is not apparent to the casual observer. We actually have fewer people in the important age group from 15 to 24 than we had in 1940. This is true despite the total population increase of more than 20 millions during the last decade. In 1940, we had 23,921,000 people between the ages of 15 and 24. Today we have only 22,635,000 in this same age group. This decline is due to the greatly reduced birth rate that started in 1930 and reached an all-time low in 1935. We just do not have the men or women in this vital group to provide the manpower that our industries will need in the event of a war.

We must not forget that the young men in the age group from 15 to 24 are also the ones that would have to be used in the military forces if war should come. With the actual reduction in the number of men available in this group, and the possible increased needs of the armed forces, we would be in a position where we would actually have a manpower shortage in the United States.

IS CONSCRIPTION REALLY AMERICAN?

Many people are asking today if conscription of all Americans for essential service in time of war is actually an American way of doing things. To prove that it is, allow us to review briefly the history of conscription in the United States.

The principle of the universal liability of every able-bodied American to military service has been accepted since the earliest American days. Although the law is rusty with disuse, we still have statutes providing that every able-bodied man between the ages of 18 and 45 shall be in-

cluded in the militia. The Constitution gives Congress the power to call upon this militia when needed, and it also gives Congress the power to raise and support an army. The right to call upon men for military service is clearly established.

The first time that conscription for military service was made mandatory was during the Civil War. Although the system was crude, we did force men to serve in the army during that period. During the First World War, we started out immediately with a draft of men for the armed forces. The system was established then, and it was used throughout World War II. The system of conscription for military service is not even questioned today. Many people are wondering if there is any reason why we should conscript men for military service and refuse to conscript all citizens for essential work. That is the reason we are debating this important question at this time.

DISCUSSION OF THE TERMS OF THE DEBATE QUESTION.

In order to give the debater something to work on in preparing this question, we are including a set of definitions of the terms of this debate question:

"All American Citizens" By the term "all" we mean each and every one, wholly or entirely. When the terms

"American Citizen" are added, we mean each and every person who now owes his allegiance to, and is entitled to the protection of, the government of the United States.

"Should" The term "should" implies that the affirmative must ad-

vocate the adoption of legislation that will make all American citizens subject to conscription for essential service in time of war. The affirmative is forced to prove that the adoption of their plan of conscription is desirable or necessary or both at the present time. It is not necessary for the affirmative actually to prove that their plan will be adopted. If they can establish the contention that their plan would be wise and beneficial for the people of the United States, they will have established their case.

"Be Subject To" The dictionary gives several definitions for the term subject. Two that apply to this debate topic are: (1) one who is under the

governing power of a government, or (2) one who is employed or treated in a specified way. When the subject for debate says that all American citizens should "be subject to" conscription, we interpret the term to mean that these citizens will be under the direction of the government and will be treated in a specified way. In this debate, that specified way is defined as conscription for essential service in time of war. If a person is subject to conscription, the term implies that he may or may not be conscripted at the discretion of the government.

This term will work in much the same way that the draft for military service operates. Under the Selective Service Act, all males between certain specified ages are "subject" to military service. With the power granted by this act, the government can take, or refuse to take, men for the military service who are between the specified ages. This term does not mean that every citizen will be conscripted for essential service, but it does mean that every citizen could be conscripted if the government decided to do so.

"Conscription" The term "conscription" means compulsory enrollment, usually for military service, of individuals in a certain classification. In this particular case, it means all American citizens, and, instead of being enrolled by compulsory measures for military service, the question states that the enrollment is for essential service only during time of war.

"For Essential Service" The term "essential" can best be described as being necessary. "Service" is any work that is conducted for the general good. The combined term "essential service" is an all inclusive one that embodies all necessary work that is needed for the good of the entire nation in time of war. This might mean work in a shipyard or a munitions factory. It might also be interpreted to mean the work of a doctor serving the people of a certain area of the country and ministering only to civilians. On the other hand, it might mean teaching school. Whether or not a job is essential will have to be determined by the government which will be in charge of the total conscription program.

"In Time Of War" This term is one that clearly limits the duration of this proposal. It is to be in oper-

ation only when the nation is actually at war. Plans for its administration would be made in advance, but the plan would not be placed in operation until war actually comes, and the plan would cease to function just as soon as the war ends. The question clearly limits the time that such a plan will be in operation.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM.

The dilemma is a method of strategy that may be used in debate by either the affirmative or negative teams. This strategy consists of asking your opponent a question that has two very obvious answers. This question should be so worded that no matter which of the two answers your opponent may select, his answer will eventually weaken his case in the contest. When properly used the dilemma is one of the most effective methods of debate strategy known.

SAMPLE AFFIRMATIVE DILEMMAS

QUESTION: *Do the members of the negative team believe that we can win an all-out war with Russia, a nation that has more manpower than the United States plus the advantage of a central location, without using all of our labor resources with the greatest efficiency through conscription?*

If They Answer Yes!

The members of the negative team have stated that they feel that the United States could win a war with Russia

without resorting to conscription of all Americans for essential service. We are wondering just how they are able to reach such a decision in view of the fact that Russia now has complete control over all of the workers in that nation. In the event of war, the Russians can move every worker to a place where his services are most needed. In the United States we would be unable to move workers to the place where their service is needed, and we would be unable to make the worker serve in vital industries.

The negative debaters seem to forget that in the past wars the United States has had the support of many allies who had a great amount of industrial capacity. This fact alone made it unnecessary for us to organize our industry in such a way that our capacity was extended to the utmost. In the next war, we will be forced to the limit to produce our own materials with which to win the war.

**If They
Answer
No!**

The members of the negative team have stated they do not feel we can win an all-out war with Russia without conscripting all Americans for essential service should the war start. In making such an admission they are really admitting the issues of this debate. We are assuming that they do not feel that a Russian victory in World War III would be desirable. Since we do not want to run any risk of losing our liberties to the Russians, there remains only one important course of action. That is to adopt a system of allowing the government to have control over the services of all Americans in time of war so that the production of the nation can be as efficient as possible.

We might sum up the stand of the negative as follows. They feel that we cannot win a war with Russia without total conscription. On the other hand, they are bound by the wording of the question to oppose the adoption of a plan of total conscription. This means that they are of the opinion that the plan that they are defending will result in the destruction of the United States in the event of a war with Russia. We certainly do not feel that they want to defend such a stand.

QUESTION: Do the negative debaters favor the system which allows industry to take away agricultural workers during a war period by paying higher wages and thus cripple the war effort because the productivity of agriculture is lessened?

**If They
Answer
Yes!**

Evidently the negative debaters do not have any great feeling for the welfare of the United States. They say that they are in favor of a system which allows industry to take away the much needed agricultural workers during war times by the simple method of paying higher wages. The fact that our agricultural productivity, so essential to any war effort, is reduced by such a plan does not seem to bother them. They are evidently more interested in allowing the people who remain at home during a period of war to live as usual with most of the comforts of peace than they are in doing everything possible to end the war quickly.

The important fact that the negative fails to realize when they make such a statement is that this bidding for workers simply makes the cost of the war greater on the government. These increased wage payments are all passed on to the

government. In the end, people pay them in higher taxes. The evil spirals until it creates a government debt that is almost unbearable.

**If They
Answer
No!**

The negative debaters will agree with us that they do not favor a plan which allows industry to drain off the best farm labor during a war by the lure of high wages. They, too, can see the danger of allowing one part of our economy to take away the essential labor of the other important part of the war-materials production system. What we want to know is how will the negative stop this drain on agricultural labor without adopting the plan of the affirmative in this debate?

The negative team has placed itself in a rather peculiar position in this contest. It has said that it does not favor a plan whereby the leaders of industry will be allowed to take away farm laborers by the promise of high wages. On the other hand, they are opposed to a plan whereby the government could conscript all labor for essential service in time of war. We would like for the negative to tell us just how they propose to get out of this apparent dilemma?

QUESTION: Under the system of handling labor that we had during World War II, many employers in industry retained highly skilled workers doing practically nothing while the employers negotiated contracts for war work or changed machinery for civilian production. Do the members of the negative feel that this a proper way to handle essential workers in time of war?

**If They
Answer
Yes!**

The negative debaters are willing to say that they feel that the hoarding of skilled workers by certain industries while the employers are negotiating contracts that will make profits for their companies is all right. They do not seem to be bothered by the fact that these essential workers might well be sent to other companies during the emergency to help with the war effort. It is this type of placing personal profit above the over-all needs of the nation that may eventually lead to the destruction of this country in a great war.

We of the affirmative feel that every effort should be made to place essential workers where they are needed in time of emergency, such as a great war. Just as we give the soldier no choice, but place him where he is needed, we

should also place the worker where his skills and service can be of the greatest value to the nation.

**If They
Answer
No!**

The negative debaters are willing to admit that the hoarding of skilled workers by certain industries when these men are greatly needed by more strategic industries, is not right in time of war. We will agree with them when they take such a stand. We, too, feel that such a waste of essential manpower in time of war is almost criminal. The important thing to consider is, however, how will we stop such a tragic waste.

We of the affirmative are in favor of conscripting all Americans for essential service in time of war. The negative has not proposed any plan that will stop this waste. We wonder how they can hope to be able to stop it unless they too fall in line and adopt the system that we of the affirmative have proposed.

QUESTION: Do the members of the negative feel it is fair to conscript some boys, who are physically and mentally the most able, to serve their country at limited rates of pay while others remain at home and earn high wages and often contribute little or nothing to the war effort?

**If They
Answer
Yes!**

We can hardly see how the negative can take the stand that it is democratic to force military service on the able-bodied men of the nation without forcing the remaining men of similar age to serve in some capacity. How do they justify the taking of the young father to fight in Korea at limited pay while the boy with a slight physical deformity remains at home and receives high rates of pay? Why should there be any discrimination if the nation is in need of the services of these young men?

We feel that the reason the negative opposes the conscription of all Americans for essential service is that we have never used such a system before. This same argument might have been used against the draft during the Civil War. We had never had a draft, and so we should not have had one then. Such reasoning might well have caused us to lose the Civil War. It is the opinion of the affirmative debaters that the present system of conscripting some boys while other people are not forced to serve their country, is not democratic.

**If They
Answer
No!**

The members of the negative team admit that they do not feel that it is fair to conscript some American boys for military service while the others are allowed to remain at home and do as they please about entering essential war work. If we are willing to go this far in admitting that the present system is not fair, why not go the entire way and admit that all Americans should be conscripted for essential service in the event of war?

The negative debaters have gone a long way toward admitting that the proposal of the affirmative is a democratic one. They have admitted that the present system is not fair. We feel that they will also admit that it is unfair to force the people in one age group to fight for their country while the other age groups remain at home and enjoy the fruits of the sacrifice of our fighting men. When the matter is given careful consideration, we can see that the only fair method of dealing with the problem is to conscript all Americans for essential service in time of war.

EDITOR'S NOTE: Harold E. Gibson will present the Negative side of the current debate topic next month.

How To Get Publicity for Schools

EDWARD J. LAUTH
Director of Publicity,
Kalamazoo College,
Kalamazoo, Michigan

"THE PAPERS don't give us much publicity!"

How many times that complaint is heard! It would appear at first glance that newspapers have no interest in education; that editors did not value news from schools as being of interest to readers.

Before attempting to affirm or deny these accusations or suspicions, let us ask several questions: How well do you report your school activities? Do you have any systematic method of assembling school news and transmitting it to the editors? Do you let the newspaper know of coming events? Do they get this information well enough in advance to permit them to make

use of it as news? Do you send in news; not just "propaganda" for the school or for your department?

Chances are that any lack of attention to school news in the papers will be linked with a lack of reporting by the schools. Newspapers cannot print news unless they first get it. They can't have reporters everywhere to pry out news items. Newspapers depend largely upon well developed sources of news. Even if they did send a reporter to you once a week, his visit probably would be of little value to you or the newspaper. News doesn't happen per schedule once a week. Newsworthy events are apt to occur at almost anytime. They should be reported as they happen, if they are to be of value as news.

This does not mean that a school reporter should be making mad dashes to the telephone with news of a "scoop." It means merely that a school public relations program should be a continuous program under some centralized responsibility. Some one person should have the responsibility of getting news to the papers while it still is news. This kind of a set-up also would make it possible for the school system to release "features" which had been developed over a period of time. It also would provide an awareness or consciousness of "public relations" on part of staff members.

A few more hints on how to improve your "press" might be in order. Don't feel hesitant or reluctant to send news items to the papers. They want news. There is no harm in getting acquainted with the reporters and editors, but don't try to "persuade" them that you should get a "break." That type of approach is not highly regarded by any newspaper man worth his salt. Furthermore, don't try to tell the editor on what page he should run your story, nor what kind of heading he should write for it. How would you like his coming into your class room to tell you how the teaching should be done?

You don't even need to call the editor to tell him that you are sending him a story. Just send it to him. Keep in mind that every paper has a "deadline," and that the story must arrive in time to be included. Check carefully your facts, and the spelling of names. The editor won't have time to call hither and yon to verify this and that. If he prints something that is not correct, he will hear about it from his readers. You then

will be under suspicion when you come with a second story.

Prepare copy carefully. Type your story, or have someone type it for you. Prepare all copy double-space or triple-space on one side of the paper only. This is important! It will permit editors to revise or edit with comparative ease. Single-spaced copy is difficult to edit. At the end of each page indicate that there is "more" or that this is all. The end sign usually is 30 or #. Be brief. Be concise.

See to it that you have included the five W's: Who, What, When, Where, and Why. Have your more important news at the very beginning of your article. Remember that the paper may need to condense or revise or "cut-off" your story. Give facts, not your opinions. If a person of responsibility states an opinion, give his statement carefully and correctly, with quotation marks as needed.

Finally, be sure that you know what news it. No one definition will cover this point. Good judgment and common sense will help you make your decisions as to whether a particular event is "news" for your newspapers. In brief: Names make news. Accomplishments, honors, public events, new practices, amusing incidents (if not too personal), "human interest" stories, and planned statements of policies and procedures all make news.

This article has emphasized news to be sent in by the representative of the school. Such a procedure probably will be the most fruitful way of getting school news in the paper. It does not preclude, however, the possibility of your inviting the editor to come to the school, or sending a reporter, whenever you think there is something of sufficient interest or importance.

• Greeting his pupils, the master asked: What would you learn of me? And the reply came:

How shall we care for our bodies?
How shall we rear our Children?
How shall we work together?
How shall we live with our fellowmen?
How shall we play?
For what ends shall we live?

And the teacher pondered these words and sorrow was in his heart, for his own learning touched not these things.—JOHN DEWEY.

Points for Student Council Consideration

Excerpts from a Speech Delivered at Convention of Southern Association of Student Councils.

ANY EVALUATION of the student council will involve many things, but I will limit my comments here to three or four points that should rank high among those to be considered.

POINT NUMBER ONE: *Is your student council promoting the democratic way of life?*

The prime job of the student council is to foster, promote, and develop democracy as a way of life. Its chief aim is to teach good citizenship. Therefore, a good student council is one that puts into practice democratic principles.

For one thing, its organization and constitution should be carefully planned. Membership on the council, for example, should not be restricted to anyone because of his social position, religion, nationality, or grade placement. Putting it another way, school citizenship is for everyone. It must never be denied anyone because he is rich or poor; Catholic, Protestant, or Jew, black or white; or because he is not scholastically in the upper half of his class.

Furthermore, elections should be held regularly and in a carefully controlled manner, with a strict accounting of the ballots. Every attempt should be made to elect qualified members to the student council, but without imposing undue eligibility restrictions on candidates. This is a joint responsibility of both faculty and students.

I once visited a classroom on the day of elections. No discussion of qualifications preceded the voting. The teacher asked for nominations for a room representative to the student council. When a certain boy's name was mentioned, everyone in the room burst out in laughter. Someone else moved the nominations be closed. That's all there was to it. From what I observed that day and what I learned later, I am sure that the boy who was elected to represent his room on the student council couldn't even pass the wastebasket in his own room without getting lost. One of the best ways to lose the democratic way of life is to be slipshoddish in the way we vote.

On another day in a large city high school, I observed the students voting for their all-school officers. In one room I saw about a half dozen students studying while the rest of the class was

GEORGE E. MATHES
*Sponsor of All-City Student Council,
Denver Public Schools,
Denver, Colorado*

voting. I asked the teacher why some students were not voting. Her reply was that these students were not allowed to vote because they had not turned in, of all things, their social science homework. How long are we going to expect our graduates to vote and vote intelligently in local, state, and national elections, and at the same time deny our students the right to vote or to permit them to vote unthinkingly in our school elections?

A closely related principle of a good student council concerns itself with school representation. Just as no person should be barred from membership in the student body, no class, homeroom, or administrative unit should be denied representation on the council. I once heard of a school where the freshmen couldn't elect members to the student council. The reason given: they were too young. Yet they weren't too young when it came to keeping the halls clean, the lunchroom quiet, or buying season tickets to the football games.

POINT NUMBER TWO: *Does your student council sponsor worthy projects?*

My good friend, Mr. Gerald M. Van Pool, of the National Association of Student Councils told me this story. It seems that the institution for the mentally handicapped in his home state was constructing some additions. Every day on his way to the office he noted with interest the progress of the buildings. Among other things, he observed that they were using some of the "patients" to help with the job. One such group of inmates were carrying bricks in wheelbarrows to the bricklayers. Around and around they would go, stopping only to get a load of bricks or to unload them near the new buildings. One of the "patients" went around and around like all the rest except his wheelbarrow was upside down. Finally Mr. Van Pool could stand it no longer and he stopped this man and said: "Say, mister, you must be crazy going around and around

that way with your wheelbarrow upside down." And the "patient" replied: "Who me? I'm not crazy, but all these other fellows are; they have to carry bricks."

Some student councils are like that. They are busy I'll admit, but they are just going round in circles with their wheelbarrows upside down.

The other day I was looking over the results of a nation-wide survey of student councils. This question among others was asked: What was the most important project your student council sponsored last year. I have classified the responses into four groups according to their frequencies.

The first group, the ones mentioned most frequently, I will refer to as the "Social Projects." It includes parties, socials, dances, teas, and "sneak days." Now please don't misunderstand me. All of these are legitimate projects for the student council. For example, the planning of a successful dance will take a great deal of time and effort. The invitations must be sent, the orchestra has to be hired, chaperones need to be invited, refreshments should be arranged for, the gym must be decorated, and the tickets sold. But when a large per cent of the student councils report that the most important project for the year was putting on a dance or planning a "sneak day," I wonder what the less important projects must have been.

The second most frequently mentioned group I will call "Police Projects." It includes such activities as supervising the lunchroom, regulating traffic in the halls, maintaining conduct on streetcars and busses, keeping the grounds clean, and so forth. One school reported that the most important project of the student council was, and I quote: "We picked up the paper in the halls."

The third group I will call the "\$" Projects. It includes all those projects whose major job was to raise money. Mentioned were such things as paper drives, school auctions, candy sales, kangaroo courts, fines, the sale of athletic game programs, and Community Chest or Junior Red Cross campaigns. Again please don't misunderstand me, for the student council should help raise money for desirable school projects and other worthy causes. But many of these same councils didn't even know what the money was going to be used for. Other councils mentioned such things as projectors for the auditorium or

curtains for the stage. This type of equipment should be the responsibility of the local board of education, not of the student council.

The last group I will call, for lack of a better name, "Positive Projects." These were the least frequently mentioned of all, but I am sure they had the greatest educational value for both the students and the school. Here are some examples: We published a handbook for new students; we reduced the number of "drop outs"; we sponsored a business and industry conference; we started an honor study hall; we planned a youth conference; we improved attendance at our school 60%; we organized an all-city student council; we started a "fun without vandalism" campaign for a safe and sane Hallowe'en; we organized a drive with safety programs; we entertained students from 17 foreign countries; or we acted as host school for the state convention.

Maybe I have been a little bit unfair in my remarks. Nevertheless, I have a feeling that if the student council is really to accomplish its full function, it must spend most of its time promoting positive projects, ones that are meaningful to boys and girls.

POINT NUMBER THREE: *Do most of the students in your school participate in the work of the student council?* The student council that is "on the ball" is the one that encourages total student body participation in school management. Student council members should be encouraged to look outside the council for ideas and suggestions. Some method should be devised for the problems which arise in the minds of students to reach the student council. Here they can be seen in wider frame of reference for reporting back to the entire school. Participation in school government should operate on a two-way track—from the student body to the council and from the council to the student body.

Student council members should also take advantage of the leadership both inside and outside the council. Responsibilities should be assigned to those who are most capable of carrying them out. There is no place for favoritism in the student council.

Many of you have heard of Keith Beery, the past president of the National Association of Student Councils. When I first knew Keith he was head boy of a junior high school in Denver. As head boy he was doing a magnificent job. He went on to high school and there he became the

president of his student body. But that wasn't all for Keith. Because of his keen understanding of school problems and his ability to get along with people, he was elected president of the All-City Student Council in Denver. That wasn't all. Keith Beery went on to even greater leadership responsibilities as president of the National Association of Student Councils and served as general chairman of the 14th Annual Conference in Denver.

Last fall, largely as a result of his student council experiences, Keith received a scholarship to Princeton University. Some of us who knew him best went out to the airport to see him leave for college. Just as he was about to leave I asked him what special abilities a person needs to be a leader. And this is what he said: "Tell the would-be captain of the football team that to be a real leader he doesn't necessarily have to pass farther, block harder, run faster, or carry the ball better than everyone else on the team; but he does have to get along with the other fellows and sacrifice personal fame for the glory of the team. Tell the person who wants to be elected president of his student council that he doesn't necessarily have to make a better speech, repeat a funnier story, wear flashier clothes or be the best parliamentarian; but he does have to recognize student problems and be willing to help solve them." And then he said as he boarded the great airliner: "Tell those who want to be leaders that they should learn to be humble by recognizing and encouraging others to take leadership responsibilities and not always trying to be the 'big shot' themselves."

POINT NUMBER FOUR: *Are you working to make your student council an important part of the total school program?*

Almost everyone would agree that the success of the student council depends to some extent at least upon the attitude of the principal and faculty. The council itself cannot attain any high degree of success unless there is an understanding by these groups of the purposes and values of student council experiences. The principal and his staff must recognize that the student council can contribute to the education of boys and girls and be willing to give it at least a fifty-fifty chance for success. To think otherwise would be unrealistic.

However, let's look at our side of the coin. First, we must recognize that there is no such

thing as student self-government. The principal and his staff are responsible for running the school. The student's part is an important one; but it is *participation in school government*—not *self-government*. Second, your projects must be *both socially desirable and educationally worthwhile*. And third, students can earn good faculty cooperation for the student council by working at it. In other words, students have a responsibility for making the student council successful.

A story about television will illustrate my point. It was amateur night in the big New York television studios of NBC. Act after act came before the lights and cameras. Some of them were good, some of them were only fair, but finally there came to the stage a negro boy of 14 years who could really tap dance. From the very beginning it was evident, both in the studio audience and on the TV receivers, that this was the winning act. Every eye watched—every ear listened as the boy tapped his way back and forth across the stage. With the rhythm and showmanship of an experienced trouper, he tapped his way into the hearts of everyone.

Just as the lad finished his act the master of ceremonies spotted in the studio audience the most famous tap dancer of all time, Bill Robinson, better known as "Banjo Legs." Bill Robinson had danced for over 60 years to packed houses in every theatre of the land and in every corner of the earth. The M. C. called "Old Banjo Legs" to the stage to say a few words of encouragement to the young Negro dancer. As he left his seat one could see that age had bowed the head and bent the back of this great entertainer. Slowly he walked to the front, but as he came upon the stage you could see that old man's eyes afire, his veins were filling with new life. With all the poise of a man 50 years younger, he placed his arm around the lad and gave these words of encouragement. "Son, you have all the rhythm of your race in those feet of yours. You're already a success as a tap dancer. But that isn't all it takes to be a great man. Remember boy, it isn't what you do out here in front of the lights that counts, it is how you act back stage. It isn't the fit of the clothes you wear, but it's how you feel inside. It's not how much money you make that counts, it is how you spend it and where. It's not what you do when the lights are on, it's what you do in the dark."

How to Organize and Present Worthwhile Assembly Programs

ASSEMBLIES MIRROR SCHOOL LIFE. To be worthwhile, programs must meet a three-fold objective. Educationally, they must exhibit a high type of productive scholarship; psychologically, they must appeal to the emotions and desires of the listeners; forensically, they must conform to the principles of public speaking.

A decade ago, a school assembly meant a show or social gathering; the modern meaning is more emphatic. Today, the worthwhile assembly is a close union of individuals who are conscious of the definite purpose for having been brought together either by their own will or by the call of another.

This kind of program has unequalled values. Students not only gain knowledge, but skill in the art of listening and participating. Teachers appreciate the problems and contributions of their co-workers. Closer coöperation develops between faculty members and students. Thus worthwhile assemblies create the positive school spirit needed in a progressive school.

When Charles H. Judd stated: "The clearest evidence of an educated mind is proper conduct or behavior," he gave us the keynote for justification of worthwhile assemblies. Since programs provide opportunity for correct behavior in participation, audience manners must be learned. Assemblies present opportunity to acquire the attitudes, ideals, and conduct of good citizens. Such valuable experiences teach fundamentals for democracy.

Well planned and well executed assemblies are not the result of indirect action, but come from well-organized administration and planning. Since the administrator is the policy-maker for the school, the primary success of the assembly depends on his interests. He directs the definite procedure to be followed:

- (1) Schedules a definite time for the program.
- (2) Determines the number of programs per year.
- (3) Plans for the supervision of assemblies.

UNA LEE VOIGT
Speech Instructor,
Emerson Junior High School,
Enid, Oklahoma

- (4) Appoints the members of the central committee.
- (5) Directs the policy for student participation.
- (6) Designates the opening formalities.

Scheduling the assembly at a regular period and time adds dignity to the program; it is included in the school curriculum. Shortening classes seems more satisfactory than the omitting of classes in rotation. The first and last periods of the day proved less desirable than the third and fifth. Sometimes a good assembly is worth more than three class periods; therefore, special events and holidays may require more than the allotted time, but proper timing insures accuracy and high standards.

Too many assemblies are slipshod. Time and energy are needed for worthwhile presentations. In a small school, every other week is the proper frequency, but fewer than one a month means colorless affairs or brings undue excitement at the schedule change.

Direct responsibility for the assembly should be delegated to a faculty member who also serves as chairman of the central committee. This individual has charge of make-up, properties, and formal openings. He arranges the schedule of calendar dates. He may be assisted by competent members of the speech club or department who realize the responsibility and constantly strive to improve material, setting, and performance.

The central committee of teachers should offer assistance to the sponsor in charge of a performance. If students are committee members, it is good practice to require a detailed plan a week before the presentation date.

This central committee should realize that program success depends upon the reactions of the audience. Appreciation and understanding of the

audience should be evidenced at the conclusion of every performance.

Policies regarding student participation vary, but some administrators advise the use of every student. This is ideal, for teachers are tempted to use the experienced pupils over and over. Pride in performance should not be the dominating factor. Contribution to the school's activities and opportunity for all boys and girls are in accordance with the democratic way. Showing talent from many families brings many parents to the school. Thus, the assembly paves the way for closer coöperation between home and school.

A formal opening gives continuity and dignity that the worthwhile assembly requires; it unites the spirit of the group. The presiding of the student council president adds a worthy note. In our school, a drum and bugle corps of six pupils marches quickly to the center of the stage. At the first note of "Call to the Colors," the student body arises; two flag bearers bring the American flag and the school flag to position on the stage. The council president leads in The Flag Salute. The singing of the National Anthem and the school's song is led by the music instructor. In our school, a short Bible passage closes the formality of opening, and the council president introduces the emcee for the day's program.

In planning the performance of a thirty-five minute weekly assembly, one should keep in mind five major points:

- (1) Plan toward objective; the five major purposes of speech are: to inform, to entertain, to impress, to persuade, to convince.
- (2) Organize every detail.
- (3) Keep the program as simple and natural as possible.
- (4) Have enthusiastic performers: the stage managers and emcee must keep up the tempo and enthusiasm.
- (5) Concentrate efforts on a few well-planned rehearsals, but remember the world never sees or hears perfection.

Successful plans depend on the pupils' wholehearted coöperation, but the sponsor is directly responsible for the execution of the assembly program. The central committee aids with make-up, lighting, properties, and costuming, but the delivery, method, and selections depend upon the teacher in charge. Therefore he must be enthusiastic,

confident in his students' creative ability and considerate of their needs and wishes. Confidence in their ability can stimulate the entire activity so that the whole school profits educationally. The teacher "sells" the importance of his subject matter and projects his department. Worthwhile assemblies pay big dividends to energetic teachers.

Assembly suggestions and devices are numerous.

(1) Speeches or talks are the oldest form; conversation of students who chat informally can break this monotony.

(2) Interviews, discussions, symposiums and forums are modern methods deviating from the formal speech.

(3) Demonstration, illustrations of procedure, contrasts and experimentation are always well received.

(4) Dramatizations, puppet shows, one-act plays, skits, and pantomimes are favorites.

(5) Competition and audience participation programs, similar to radio and television shows, prove to be interesting material. Adaptations should be made.

(6) Auction sales, tableaux, the family circle or album, and unpacking a talent trunk are effective student-starters for original ideas.

(7) An educational film may be used to an advantage.

(8) Short debates, impersonations, and interpretations provide novelty.

It is important that every worthwhile assembly include music. It was Carlyle who wrote, "Music is the speech of the angels" and another scholar reminds us that: "Music is a discipline; a mistress of order and good manners; she makes people milder and gentler." For enjoyment, for unifying influence, and for universal appeal, music is necessary in worthwhile assemblies. Music teachers know this and welcome opportunities for students' performances.

When pupils ask, "Is there anything I can do for the next assembly?" and try-outs are necessary; when concluding remarks of the listeners are "That's the best assembly we've had!" the audience has listened with understanding and appreciation. Only then are assemblies worthwhile.

Next month I'll describe our year's schedule of thirty-five "worthwhile" programs.

A Success and a Failure

ATTEMPTS TO ORGANIZE two separate student activities, one of which was successfully launched while the other in the same school failed, provide an opportunity to analyze procedures and draw some conclusions as to what might work in similar situations.

It had long been a goal of the Milford Township High School to remedy what was felt to be a serious weakness in the school activity program—the lack of any kind of a school newspaper. Active attempts to organize a newspaper staff and start production of a paper had been delayed in the hope that recognition of this lack by students would result in student leadership. When there appeared to be no prospect that such student interest would develop, plans were made for different procedures.

During the summer of 1950 an English teacher was employed who had had some training and experience in school journalism. At the time of his employment the problem of starting a school paper was discussed with him. After the early weeks of school this teacher met with the principal, and the two discussed details of beginning a paper. Following this conference, the prospective adviser prepared a written statement of guiding policy for a school paper. When this was approved by the principal and the school board, finding a way of introducing the project to the student body was the next step.

What could be more logical than using a student group already organized and functioning smoothly, a group representative of the student body as a whole? Discussion of a school newspaper was placed on the agenda for the next student council meeting and the council invited the English teacher who had been planning for the publication to present his plans to the meeting. He made a brief statement as to what he thought a paper might do for students and the school, and distributed copies of that statement of guiding policy. The student council expressed unanimous approval. The question then arose as to how a paper could be produced. A council member said, "We can do it." The council adviser pointed out that this would be a major undertaking, that the council had neither the numbers nor the time required. Nevertheless, the council voted to assume responsibility for the first issue of a student newspaper, asking volun-

ROY C. TURNBAUGH
*Principal,
Township High School,
Milford, Illinois*

teer help from all other students. The council president served as editor for the first issue, which went to press about ten days later than originally scheduled.

The final organizational step was the organization of a press club, shepherded by the student council. This organization is now independent and able to stand on its own feet. It is expected that increased experience will bring better journalistic quality, but all parties feel that much good has already been accomplished.

Contrast is provided by an attempt to organize a "pep" or "boosters" club in the same school. Many of the same individuals were interested in such an organization. Complaints about lack of school spirit were heard frequently, often accompanied by the suggestion that there should be a student organization to provide support for athletic teams, better cheering sections, more spectator sportsmanship.

Cheerleaders approached the principal and asked permission to organize a pep club. They stated that such a club would prove an asset, by taking a positive attitude toward the sports program of the school. They presented desirable goals and an organizational plan. They were advised to find a faculty member to serve as faculty adviser and to proceed. Immediately two faculty members were enlisted as co-sponsors, the budding organization was advertised, and a meeting was called.

The first meeting was highly enthusiastic and included nearly half of the student body. The students recognized a need for formal organization and elected the cheerleaders, popular girls, as a committee to draft a constitution and set a time a week later to approve the constitution and elect officers. The committee concentrated on putting purposes of the organization and responsibilities of members in writing. Word of these requirements spread through the school.

At the second meeting, only a handful of students appeared. From the ensuing discussion, it seemed that there was no agreement between the

cheerleaders and a small group of school patriots, on the one hand, and a larger group of basketball rooters, on the other hand, as to the function of the new club. The meeting ended in discouragement, and there were no further meetings.

These two experiences indicate some definite lacks in the second case. What were the positive factors in the organization of the Press Club, absent in the abortive attempt to organize a Pep Club? Let us list them:

1. A faculty member with clearly defined responsibilities and a background of experience was provided to supply capable adult assistance.

2. The goals of the new organization were clearly defined and written down so that any prospective member would have an understanding of the new activity.
3. Organizational apparatus capable of launching the new activity was found.
4. A point at which the infant organization would go on its own was set up in advance.

It can be said briefly that the pep club failed, not because there was insufficient interest or a lack of need for the organization, but primarily because the organizational effort lacked the guidance and direction it needed to succeed.

Annual Bazaar

EACH YEAR, our Student Association sponsors a bazaar which may take on carnival, circus, fair, fiesta, or rodeo aspects. Last year it was La Fiesta Mexicana.

This affair is strictly a student enterprise to obtain funds to send its delegates to meetings, conventions, conferences, and to provide funds to purchase items or finance projects voted by the group to be most needed and to benefit the greatest number of the student body. For example, on the 1950 ballot, three proposals for spending student funds were made. In accordance with the vote, a substantial fund was set aside to operate a students' non-profit store to aid students quickly to obtain supplies suddenly needed.

Providing funds is the primary purpose of this project, but two other purposes are of importance: giving each student an opportunity to feel that he is a part of the whole organization—actually belonging and having an important part

RUTH C. MAYNARD
Co-Sponsor Student Council,
Cazenovia Central School,
Cazenovia, New York

to play; and offering an outlet for using individual skills and interests for the benefit of the whole groups. Too, a worthy-of-mention by-product is the chance to observe in action the examples of leadership, initiative, cooperation, responsibility, and originality, which the affair calls forth—qualities to be looked for when preparing lists of possible candidates for Student Council officers the following year.

For this bazaar, in keeping with democratic principles, our student council selects one of its members for the general chairmanship. This chairman is then thoroughly briefed on his duties and on what has been done other years. He picks committee heads for the affair from the whole student body. These committee heads chose adequate working committees.

After these appointments are made, the committee heads and the general chairman consider student suggestions for a bazaar theme. Themes must be presented with possible plans for carrying through the whole affair—decorations, prizes, attractions, entertainment, costumes, and music. For example, any one could come dressed last year in a Mexican costume and compete for costume prizes, with necessary vendors, class booth barkers, prize dispensers, fortune tellers, and entertainers. Mexican-dressed peasants took lengthy siestas in the doubtful shade of cardboard cacti,



Picture Souvenirs Concession



Part of Gym during Barking Contest

the faint shadow of a booth, or the imaginary shelter of a mural-painted hacienda or mission. A Mexican version of a troubadour strolled about with a guitar, trusting that no one would ask him to favor with a Mexican lyric.

Directions to homerooms, directions to classes, and rules for building and decorating were sent out so there would be no mistakes. These are in keeping with Council rules on the books and the rules of athletic department and administration. Each class sponsors one or more booths and one or more items of entertainment. The classes then elect and appoint their own committees to carry out the work, make up work schedules, and see that everyone helps plan and execute the plans when they are made.

Besides planning, jobs consist of building booths, decorating booths and gym, dismantling booths, setting up games or attractions, calling, selling tickets, making posters, advertising by radio and public address system, cooking, purchasing booth and other prizes, arranging programs, providing lighting effects, attending frequent meetings with different members of the school staff, and fitting schedules around the examination schedule so that there is a minimum of disturbance and interference with a pupil's study program.

The 1951 version of the Annual Bazaar was, as mentioned above, "La Fiesta Mexicana." Booths consisted of various games—Darts and Balloons, Break the Record, Knock 'em Down,

Hit the Indian's Head, and Ring Toss; food booths—peanuts, coke, popcorn, potato chips, Mexican Chihuahauhaus (a hot, hotdag), and candy; special attractions—fortune telling, fish pond, a photography booth, and 12 Mexican Wonders (a Junior High version of circus freaks in Mexican Costume), Candy Vendors, well dressed as attractive Mexican señoritas.

Since the public was invited to attend, a check room and grand stand facilities were provided. In the center of the room entertainment was offered for enjoyment of the public. Among the most popular were: a mock bullfight with Mexican celebrities as on-lookers, Mexican Hat Dance, the Conga routine, and a Mexican dance band. Music from a juke box provided the opportunity to dance between these numbers.

A door prize was given and prizes were awarded for the best boy's Mexican costumes, the best girl's Mexican costumes, the best spot light dances, and for the best barker. Awards were made for 1st, 2nd, and 3rd place for booths and for entertainment numbers. The judging for the booths took place at 11:00 o'clock Saturday morning so all building and decorating had to be finished and the room cleaned up ready for a 1:00 p.m. opening. (The hours were from 1-5 in the afternoon and from 7:30 to 11:00 in the evening). Everything had to be removed and the building ready for Monday morning, and every one out of the building by midnight. Therefore it was necessary that the clean-up squads and

end-of-the-day committees be as efficient as the building and decorating groups.

Besides all the practical planning and work that was learned, probably the most outstanding benefit was that wonderful school spirit that is demonstrated whenever pupils are participating in an affair which is for their own benefit. Club concessions granted at the bazaar last year were mainly to indicate how a club can contribute to

a whole affair for the benefit of all.

Administration and student council sponsors approve plans, keep "an eye" on things from a distance, and stand ready to give advice when asked, or aid any projects when that is needed.

For fun and learning by doing, for experiencing a thrilling demonstration of school spirit by a student body, we at Cazenovia Central suggest an annual student association bazaar.

Financial Worries? Try This

LET'S FACE IT, directors! Of course we are interested in information about proper techniques for playing instruments; we are concerned with improving the quality (and quantity) of our performing groups; we are interested in establishing a good merit system for our students; in fact, we are concerned with all of the procedures of establishing an educationally sound instrumental program for the system in which we teach—but what is our biggest problem? To most directors the ready answer is — *an adequate budget*.

It is an established fact that the average public school instrumental department must depend upon sources other than the board of education for revenue with which to carry on its work. Many devices have been tried, and some "money raising" schemes work fairly well. Parents' clubs and similar organizations often give financial aid. Season concert admission tickets have helped in some cases, but the problem remains—never enough money, it seems.

If we are to maintain a good instrumental music department, we must have plenty of good equipment. This necessarily calls for a means of financing the department.

Surveys have shown that the average small school is poorly equipped, and what equipment does exist is in poor condition. Almost one third of the money coming into the department must come from sources other than the board of education. Over one-fifth of the budget available is used for equipment for "show purposes"—equipment not used in actual instruction, but in performance. This creates two problems—one of finding a source of revenue other than the board of education, and one of distributing the money where it can be most effectively used in instruction.

LLOYD G. BLAKELY
Director of Music Education,
Southwest Baptist College,
Bolivar, Missouri

Even many of the larger schools in our country are, unfortunately, confronted with the problem of having to raise the entire amount of money with which to carry on their instrumental music programs. Most of them must find a way to get a large part of that fund. This often requires the instrumental instructor to be a "wizard" of finances (a teacher on the side.) He has to think up ways to raise money so that his department may survive. This is a shame, yet we must face reality.

Several booklets on how to raise money have been published. A good one was mentioned in *The Instrumentalist* of September-October, 1949, titled "Thirty Ways of Raising Funds." A director might use one or several of those methods. Yet in most cases to secure an adequate budget would necessitate his devoting too much time to such a project. If the director of the instrumental music program is to do his work with a maximum of efficiency, he should be freed of the responsibility of money-raising.

Truly then, a successful director is the one who succeeds in letting some one else raise money for his program.

Such a director was the one of the Bolivar, Missouri, high school band. He had \$5,000 donated to his department, with but little time and effort taken from his duties as a teacher.

Bolivar is a country town of 3,552 population located in the Ozark region of southwest Missouri. The community has long been noted for its

(Continued on page 34)

Improving Inter-School Athletic Problems

TOO OFTEN knowledge is divorced from doing. We, teachers and administrators, fail to capitalize on the many opportunities for child growth outside of the classroom. We confuse "schooling" and education, and sometimes assume that education takes place only within the four walls of a classroom. There are many rich environments in which boys and girls may acquire "through experience and satisfying practice, the attitudes, appreciations, habits and skills essential to democratic living."

Every home athletic contest creates such an environment, one in which students may learn and practice the fine ideals to which they subscribe. These athletic events are excellent laboratories in social relations for learning sportsmanship, which cannot be learned abstractly but is rather a by-product of school and community living.

Schools in the past have not concentrated on the development of a superior quality of sportsmanship. If they had, there would be a more universal application of it among adults. Last fall a football coach benched his team on the visitor's side of the field to get his boys away from the abusive jeers of adult hometown fans. The student council of another school made a public appeal in the local newspaper to the adults of the community for more decency and sportsmanship at local basketball games.

Unfortunately the quality of sportsmanship among students does not always equal the excellence of the school's teams. The development of sportsmanship has sometimes been subordinated to athletic prowess. An occasional school has a superior quality of sportsmanship to accompany outstanding teams. This is a distinct contrast to other schools and communities where hometown fans have often permitted themselves to lose emotional control and where visitors are subjected to unsportsmanlike treatment.

Not all schools have left the practice of sportsmanship to chance. In some, the administrators obviously believe boys and girls must be afforded opportunities to practice it in the schools. Every home game is exploited for ways to develop personality and character in students.

J. E. BALMER

*Vocational Principal, High School,
Xenia, Ohio*

We heard of a school that sends copies of a letter to visiting schools to be posted on bulletin boards a week before a scheduled game. In the letter many questions are answered. Included are directions to the place of contest, starting time, admission price, parking arrangements, seating arrangements, and other pertinent information intended to make the visit enjoyable for players and fans. Sometimes a few students go in person to nearby schools to extend their invitation and to visit the neighboring school for the day.

Members of a committee composed of students wearing "Welcome Committee" badges, with their faculty advisers, meet visitors as they arrive and act as guides. A new group of students is chosen for each game. Visitors are told, or shown, the location of the rest rooms. They are told about the Junior class concession stand, where refreshments are sold to make money for the Junior-Senior prom.

Visitors are interviewed by members of journalism classes and the results are published in the school paper. Visiting school officials or other prominent persons are apt to be met by a school reporter, who is there to ask them questions. After the game a follow-up letter is sent, with newspaper and school paper accounts of the game and with appropriate comments on the game and the visit.

Such utilization of every home game creates a vitalized environment in which many students participate in wholesome and constructive ways to create better inter-school relations. More important, students are "through experience and satisfying practice acquiring attitudes, appreciations, habits and skills essential to democratic living."

In such an enriched environment, provincialism will be reduced to a minimum. The game will be won in the bleachers as well as on the field. Poor sportsmanship will become as offensive as clipping, holding, or any other infraction of the rules of the game.

ASSEMBLY PROGRAMS

for October

If you are responsible for the assemblies in your school, you are busier than a head coach in football season. This is an understatement. The main difference between you and the coach rests on the acid fact that **your** season runs from September through May!

The program difficulties involved may be scarcity of materials for an adequate performance; restricted budget for paid talent; preponderance of pep and movie assemblies to "fill in"; poorly written and directed shows. The result? Bored audience, poor assembly attitudes, not to mention the ulcer you're nursing—or will be.

In Shorewood High School, Shorewood, Wisconsin, these problems have been satisfactorily solved for the past ten years. A senior speech group, which numbers twenty-five, assumes full responsibility for each weekly program given in our all-school assemblies. They receive a full English-Speech credit for this course.

These students plan, write, cast, and direct each weekly assembly. There is no "teacher policing" during any assembly program, for the Assembly Training Class serves as monitors as well. This group attempts to put on stage as many different seventh-to-twelfth grade people as possible during the year. Last year the number who performed was approximately one thousand. For a student body numbering around 1200, we felt well satisfied with results.

This class is kept busy, of course, but script writing is not all that is learned. They also plan a tentative assembly schedule for the coming year. Throughout the year, the class grows in human relations, for they are the school diplomats, working very closely during the year with both student body and faculty.

When planning an assembly the script-writing group keeps in mind that each assembly must have a primary purpose. For our guideposts, we have sifted the purposes into which any program may fall, into three main classifications. These are: to entertain, to inform or educate, or to inspire. There are certain programs in which it is possible to achieve more than one purpose, but as a general rule we steer toward a primary purpose. Whether a faculty or student group plans your assemblies, it is well to remember that if the desired audience reaction is anticipated while planning the program, the goal will be constantly in sight.

CAROLYN LILLIBRIDGE
*Shorewood High School,
Shorewood, Wisconsin*

The success of the year's assemblies is determined in part by the variety of program material. A month of pep or movie assemblies to entertain becomes as uninteresting to a high school audience as does a diet of speakers whose purpose is to inform.

Few schools are able to begin an assembly training class after the school year is already in session, but from this class have come some ideas which you may find practical for your own purposes. For instance, let's discuss a plan for an October assembly.

While all schools differ in organization of school activities, one thing is certain concerning October or early November. This is the Homecoming season. High schools celebrate this occasion in different ways, but nearly all schools plan a special program at this time. The assembly is the logical gathering place.

The main purpose of the homecoming show is usually to imbue the student body with a "Win for Old — — — !" fervor; to welcome home alumni; and to make the entire homecoming occasion a special one, with fitting ceremonies.

The homecoming show must entertain. Its secondary purpose usually is to inspire. Humor will necessarily play a big part in this program, but comedy in the original high school program must be handled carefully. It must be fresh and entertaining; it must be fast-moving; and it must have appeal for the entire student body and guests. Above all, it must be in good taste.



The question which arises in preparing this type production is, "We want pep and enthusiasm, but how can we do something different from the usual pep assembly."

Clearly, something must be added. That something is a theme, with a practical plan of action. Following is an idea for a homecoming assembly which Shorewood High School found extremely successful, and which is universal enough in its appeal and application, to be altered easily for other high schools.

Base the assembly around an "Annie Get Your Gun" theme. This idea is an "open sesame" for color, humor, pep, and fun. Following is the first page of script from this assembly to acquaint you with the idea:

Act I.

Front curtain closed. As assembly fills, play a recording of fast hill-billy music. Lights dim and assembly quiets. Two shots are heard from the back of the auditorium. (Blanks used in athletic department signal pistols.) A spot from the back of auditorium follows a youngster—Clem—who is fleeing from the back of the auditorium to the stage. He is dressed in coonskin cap, tattered trousers, moccasins.

Under his shirt he is clutching something which makes a noticeable bulge. A few yards behind him Annie follows, dressed in typical back-woods fashion and toting a large gun. As Clem starts to climb steps to stage (portable step unit may be used) the curtain opens, disclosing two trees with clothes line strung between them, from which hang various articles of clothing. A stump is placed close by, and it is evident that this is where Annie and Clem live.

Annie: (shouting) Clem! Clem! Clement Lincoln Oakley! You jest wait til I ketch ahold of yer. (Clem stumbles and Annie picks him up by the seat of his pants. Clem wiggles.)

Clem: Wait, Annie.

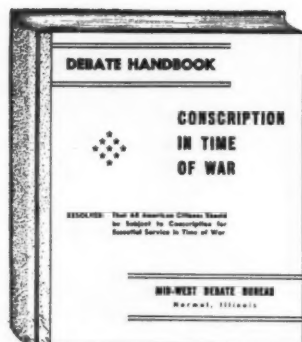
Annie: Efin' you don't show me whatcha got, I'm goin' to give you the tannin' of yer life. (Clem has football under his shirt and he grips it.)

Clem: Wait, Annie, I'll show yer—I'll show yer. Look-a-her! (Pulls out football and they both examine it.) Hain't it purty?

Annie: Land a goshin, Clem! Where'd you get thet thar swine hide? By cracky, the last time I seed one of them was at a shootin' contest in Podunk Station.

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1951-1952 IS:

RESOLVED: That All Americans Should Be Subject to Conscription for Essential Service in Time of War.

The services of the MID-WEST DEBATE BUREAU have been designed to meet the particular problems that are presented by this very difficult topic. Prices on debate materials are as follows:

DEBATE HANDBOOK	\$3.00
THE DEBATE REVIEW	2.00
SET OF SPEECHES	1.35
YOUR GUIDE TO EFFECTIVE REBUTALS	1.50

MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

Clem: A shootin' contest?

Annie: We used 'em for targets. Here, Clem, hold this here swine hide a minute. (He holds it up as Annie paces away. With her back to Clem and her gun aimed over shoulder she shoots. (A blank is used backstage to insure sound as she pulls trigger.) Clem reaches down to the ground and holds up string and says in wonder:

Clem: Gee whiz, you shot the lacins' clean off!

Annie: (Coming back to Clem.) But that's not splainin' whar you got this here one, Clem.

* * *

This introduces the problem of the show which is to return the football to the rightful owners. So Clem takes Annie to where he found it, which, of course, is Shorewood High School. During this walk through the woods there is an opportunity for some humor, such as Annie and Clem singing verses of "Doin' What Comes Naturally" with pantomime. An example of this is Annie singing:

"Brother Clem is quite a gem
Though he's never had a lesson;
Still he's learned to sing off key—
Doin' what comes naturally!"

(Annie is kneeling while singing this verse. On the last line Clem gives her a big hug and they



both fall to the ground in sitting position, as shown in cut.) On this walk (in imaginary, stylized, or realistic woods) Annie can shoot something in a tree and a peculiar prop bird can be thrown from the wings or grid.

Clem spies the place where he found the football, which is Shorewood High School. From here your script can easily do a dozen different things. Ours went to a high school scene, with Annie and Clem amazed at the wonder and splendor of Shorewood High School. In this scene, lively talk, new cheers, and general excitement reigned. When Annie and Clem return the football, Annie is asked to go to the big homecoming dance by a well-known high school student. The group on stage sings a parody to the tune "They Say It's Wonderful." It follows:

"They say the Homecoming Dance is wonderful,
It's Wonderful . . . so they say,
And when the orchestra plays, it's wonderful,
It's wonderful, so they tell me.
Oh, all the students said it,
The Ripples (school paper) is where I read it.
They all proclaim the Homecoming Dance grand . . . and . . .
Come to the dance with me, make it wonderful,
Wonderful, in every way,
What do you say?"

The boy who has asked Annie to go to the dance attempts to teach her to dance. This can be an amusing scene. Annie has much difficulty,

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but with Clem's "helpful" comments from the side she finally learns.

The next scene finds Annie and Clem back in their home in the woods. Annie is pinning the hem of her dress she is planning to wear to the dance on Clem. Clem fidgets as he stands on a stump. Suddenly he falls tearing the dress, and Annie knows she can't go to the dance. To comfort Clem she tells him of all the wonderful things about Shorewood.

As she talks of the game, a light shines upstage on a tableau scene showing some members of the football team in full dress and in formation. When she describes the parade, a light shines upstage on an old jalopy filled with a dozen students. The car is decorated with the school colors, balloons, and banners. Any school activity connected with homecoming can be shown through Annie's description and tableau.

Finally, Annie mentions the dance and from the background voices are heard calling, "We want Annie! We want Annie!" As she turns she sees the Shorewood students. They draw her into their group and sing their finale. Tune, "There's No Business Like Show Business"—lyrics, original. Lyrics which fit your school can be made to many of the songs in the musical comedy. As an example, these are the words to the finale which we used:

"There's no high school like Sherwood
High School,

Like no high school we know.
Wait until you see that team in action,
Watch those fellows smash right through
that line.

Nowhere will you get that satisfaction
When they are making that score climb.
There's no spirit like Shorewood spirit.
It will never go wrong.

When that homecoming celebration's here
We'll get together for fun and cheer
With the game, the dance, and then the
big parade—

We're all together to celebrate;
This is Shorewood's chance to really do
it great,

Let's go, Shorewood, let's go!"

Curtain

It is possible to achieve a successful audience reaction from the assembly which is primarily to inform. This type program will be discussed next month.

The "Annie" theme described may be used for programs other than the homecoming assembly. For instance, the regular pep assembly can easily and cleverly make use of the same idea. To simplify it the cheerleaders may show Annie and Clem how this school's spirit outshines all

others. This can be achieved by leading the student body in various cheers while Annie and Clem watch amazed. In this type program, Annie might help end the assembly by leading a new cheer or school song.

Another way in which the same theme might be "drafted" into the talent program. Many schools present one such show a year. These programs usually feature ten or more musical, dance, and dramatic numbers ranging from two to four minutes each. Rather than use the usual M. C., Annie and Clem might open the show in the way described originally—only this time to return a trumpet, or flute, or baton (anything which will play a prominent part in the program) which Clem has found. When they arrive at school, the students are preparing their talent show. If either Annie or Clem can do a special act, it might be used as the climax of the program.

Still another way in which the same theme can be applied is in an assembly which introduces clubs and co-curriculars to the student body. This time the "problem" might be the return of a club pin, or a club membership book, or the minutes of a meeting. In any event, both Annie and Clem will be ready to join the school roll after hearing of its activities!

An important thing to remember in planning this type assembly is **not** to feel it necessary to hew to a given script which may in no way apply to your school needs and interests. Rather, apply the assembly to your student body so they feel it belongs to them. This, of course, does not mean resorting to cheap humor. A peppy, sparkling show does not need it, and it has been our experience that a show which is well planned, teacher-guided, and student-executed never fails to achieve a successful student-faculty reaction. When students become so confident of their assembly programs that they are anxious to see them, to be in them, and moreover, to invite their parents to be a part of the audience, it is positive evidence that they are proud of their assemblies. This is the experience of many schools today who are working for teacher-guided, student-produced auditorium programs.



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News Notes and Comments

Green pennants flying from schools in Pennsylvania these days signify that no pupil has been involved in a traffic accident for a month. Sponsored by the Governor's Highway Safety Advisory Committee, the new safety program is open to both elementary and high schools.

MANNERS FOR TEENAGERS

Teenagers on the cave man side can learn how to sharpen their manners by reading a recently issued pamphlet, **Your Ticket to Popularity—Good Manners**.

Published jointly by the Boy Scout and Girl Scout organizations, the 45-page pamphlet covers such subjects as the evening party, the private dinner, going to the theater, the formal dance, and others.

Copies are available locally throughout the country at 10 cents each from either of the Scout organizations, or by writing to Boys Scouts of America, 2 Park Ave., New York 16, N. Y.

GOING TO HOLD A CARNIVAL?

How to Plan and Carry Out a School Carnival, by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. For your copy, send 50c to School Activities Publishing Co., 1515 Lane Street, Topeka, Kansas.

1952 NASC CONFERENCE ANNOUNCED

Next year's conference of the National Association of Student Councils will be held at Evanston Township High School, Evanston, Ill.—June 16-19.

A movie is now available showing how Allied Youth comes into a school and sometimes becomes its most popular organization. For complete information, write Allied Youth, 1709 M Street, Washington 6, D.C.

HOW-WE-DO-IT ITEMS INVITED

School people are invited to send write-ups of their activity projects that are new or different for publication in **School Activities**.

AMERICAN EDUCATION WEEK

American Education Week for 1951 is November 11 to 17. Daily topics for the week are:

Sunday, November 11, Our Faith in God; Monday, Schools and Defense; Tuesday, Schools Keep Us Free; Wednesday, Education for the Long Pull; Thursday, Teaching the Fundamentals; Fri-

day, Urgent School Needs; and Saturday, November 17, Home-School-Community.

A 12-page pamphlet, containing valuable suggestions and helps, is available from the NEA Office, 1201 16th Street, N. W., Washington 6, D. C. Schools are urged to begin planning early for special recognition of American Education Week.

NATIONAL DEBATE TOPIC

The national high school debate topic for the 1951-1952 school year is: Resolved: That All Americans Should Be Subject to Conscription for Essential Service in Time of War.

ALL-STATE HIGH SCHOOL BAND

The first annual high school band of South Dakota assembled in Sioux Falls on March 28-29 under the leadership of Dr. Frank Simon of the Cincinnati Conservatory of Music and under the sponsorship of the South Dakota Bandmasters Association. After the auditions of 340 students at five auditions held in centrally located cities, 150 were chosen. The chairman of the All-State Band was Willard Feifar, president of the South Dakota Bandmasters' Ass'n., Vermillion, S. D.

"Streamlined Student Treasurer's Book," published by The Gilbert Press, Winfield, Kansas, is a new release in the activities field. Youth treasurers of classes, clubs, and other student organizations find it simple, convenient, and safe.

Two institutes for student leaders have been conducted this year by public and parochial high schools in Cincinnati and adjoining communities. All-day affairs held on Saturday, the programs consist of opening general sessions, small study groups, and a closing assembly at which group spokesmen report their findings.

INCREASE IN SIX-MAN FOOTBALL

According to a survey of interscholastic sports in the high schools of the U. S. during 1950-51, made by Dr. Stephen Epler for the National Federation of State High Schools, the number of high schools playing Six-Man Football has increased 21 per cent since 1947.

Interscholastic athletic contests have no place in the elementary school or junior high school, according to Taylor Dodson, Adviser in Physical and Health Education for the state of South Carolina.

To form an Audubon Junior Club, write the National Audubon Society, 1000 Fifth Ave., New York City 28, N.Y. It will send information on how to organize a club, and it will also explain how its long-standing junior societies contribute to the understanding of conservation, and to the teaching of oral English, composition reading, geography, and art. The Senate Judiciary Committee has proclaimed 1951 as "Audubon Centennial Year." It marks the 100th anniversary of the death of John J. Audubon, pioneer conservationist and nature artist.

Several requests have been made for permission to reprint the articles on Dramatics that were written by Ralph E. Gauvey and published in **School Activities** during the past year. Such requests are always granted.

Financial Worries? Try This

(Continued from page 27)

civic pride—an example being the gift of a statue of Simon Bolivar to the city of Bolivar by the people of Venezuela and dedicated July 5, 1948, by President Truman and President Calles (aided by the United States Army Air Force Band).

That civic pride had lagged, however, in respect to the local high school band. The band was not even able to appear in the dedication parade in its own home town because it lacked proper uniforms. The Rotary Club of Bolivar was shocked into a realization of the need of this group. As a result of long and careful planning, this civic group staged an "Old Fashioned County Fair" in the business district of the town. The goal was to raise \$3,500 for uniforms for the local band. The fair was held for two nights, and the result was \$6,114 gross received—\$5,038 profit NET!—all designated to the local high school instrumental department—all raised in only two nights. There were no tricks used—such as asking for individual donations, nothing that easy. Local business men gave, *only* they gave to have a good time and had a lot of fun in the giving.

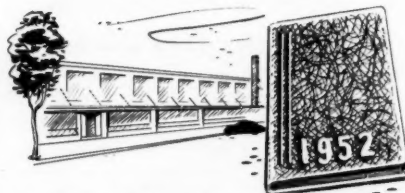
And now what about the band? They have new uniforms—the finest money can buy—and money to spare for other uses. The problem of financial worries for the director is over for some time to come, and as a result he is doing a "bang up" job of teaching; boys and girls are literally swarming into the instrumental music program. Who wouldn't?

The two nights fair did much more than raise \$5,000 for the band—it created a community interest in the instrumental music department that had never been felt before and that will not be forgotten soon.

I am sure that the Country Fair idea would work in any community, regardless of its size. I would recommend to the budget-worried director that he contact the chairman of the youth committee of one of his local civic clubs, tell him of the need, get him interested in the department's welfare. That chairman will get his organization interested in the problem. His organization will get the community's support, and the result will be action. "Where there is smoke there is fire" would most certainly be true in this case. But it is also true that there would be no smoke unless someone starts the fire. That is where the successful director fits in. "Got a match, Director?"

A complete-detailed mimeographed report of the Bolivar Country Fair has been prepared by the author and will be sent free of charge to those who request it. This report is 8 pages in length. Enclose a self-addressed envelope with 6 cents fixed thereon.

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PANTHERS-IN-SERVICE BULLETINS

In these days of universal military training, and alternate hot and cold wars, many boys of high school age and recent graduates are in service. Corona High School has a plan which might be of interest to other high schools for sending news about the school and former classmates to their one-time students.

The Corona High School, whenever it has sufficient information to fill a sheet or two, puts out a small mimeographed paper called "Panthers in Service," a bulletin which was first put out during World War II, and has been recently revived.

Information is given in the bulletin about each Panther service man, ("Panthers" is the school name for Corona High School students) such as his location, branch of service he is in, when he was last home, etc. This information is gathered from relatives and friends of the Panther servicemen or by writing to the fellows themselves. The information is mimeographed on one or two pages to form the bulletin. The school furnishes stencils, paper, and envelopes.

When the papers are ready, a certain day is announced (by means of the principal's bulletin) on which any student who has adopted a service man (or woman) may secure a copy of the paper and an envelope for his letter. Every member of the Latin class—it was a class project—has at least one service man to whom he writes regularly. Many other students throughout the school write letters, mainly in English classes, every time the paper appears,—about once a month. On the reverse side of "Panthers-in-Service" the interested students write a newsy letter about the town and school events, to the Panther of their choice, usually one whom they have known previously. After the letter is sealed and stamped (each student pays for his stamp), it is checked by the teacher who keeps an address index, and mailed.

Replies to these letters indicate that the Panther men greatly appreciate the news from home, and desire the continuation of the paper.—Lloyd Clark, Member of Latin Class, Corona High School, Corona, California.

PUPIL-PARENT-TEACHER RELATIONSHIP

The main feature on a recent PTA program at Glenville High School was a panel discussion. The general theme of the meeting was Pupil-Parent-Teacher Relationship. Teachers on the

panel opened the discussion by giving their views on "The Kind of Parent with Whom I Like to Work."

Students representing the high school and the grades gave their ideas on "The Kind of Teacher I Like." The biggest surprise of the evening came when these students expressed a unanimous desire for a teacher to be a good disciplinarian.

The parents talked on "The Kind of Teacher I Like For My Children." Among the desirable teacher attributes which they listed were fairness, honesty, and ability to teach their boys and girls to live well and happily with other people.

The work of student teachers, in this case those from Glenville State College, were discussed. The display of the student teacher interest, sincerity, and enthusiasm made one feel sure that the teaching profession was in for some good results.

The point that commanded most discussion and consideration was parent-teacher visitation. Everyone agreed that the united strength and efforts of parent and teacher had no equal in the all-round development of the pupil. Teachers, parents, and pupils alike expressed regret that more visitation is not done. The consensus was that much could come from a special effort to do more visiting; visiting of an informal type—which would bring all parties together on a common ground.

The whole atmosphere of the panel forum radiated a feeling of close cooperation. Groups of parents and teachers gathered here and there after the meeting to nod their heads in approval and to agree that Pupil-Parent-Teacher Relationship had been strengthened by this meeting. —Muriel G. Currey, Glenville High School, Glenville, W. Va.

SPORTSMANSHIP WORKSHOP

What is believed to be the first organized and positive move of its nature to teach and to promote sportsmanship and consideration of others among high school students was inaugurated at the first Sportsmanship Workshop held at the new Eastern High School, Middletown, Kentucky, on last November 17.

At this workshop were gathered the captains and co-captains of the basketball and football teams, the coaches, cheerleaders, P.T.A. presidents, guidance teachers, principals, school board members, and class officers representing all of the schools of the county.

Approximately 180 leaders of athletics and

community groups assembled at 4:15 p.m. and were divided into groups of 30 each with assigned subjects from the following lists to discuss and draw conclusions:

1. How coaches should conduct themselves at games.
2. How players should act.
3. The responsibility to be assumed by spectators.
4. The part cheerleaders should play to maintain friendly feelings in the heat of closely contested games.
5. What principals should do to educate student bodies and fans concerning proper behavior at games.

Each of these groups were under supervision of outstanding persons in the field of athletics. Among these were Earl Ruby, sports editor of **The Courier-Journal**; Max Adners, Chairman of the Jefferson County Playground and Recreation Board; Ted Sanford, Commissioner of the Kentucky High School Athletic Association; Charlie Vettiner, Dean of Kentucky's Basketball Officials, and the five high school principals of Jefferson County.

At 6:30 p.m., following the discussion sessions, everyone gathered around the sportsmanship banquet table to eat together and to enjoy dinner

music and a floor show by the tenn-agers, sponsored by the Jefferson County Playground and Recreation Board.

After the meal, each group leader took three minutes to report the conclusions arrived at in his group's discussion. These conclusions formulate the policy of the Sportsmanship Club to be sponsored by the Jefferson County Board of Education.

This wasn't just a big dinner. The thoughts were crystallized. Members of the County Recreation Youth Association will observe the conduct of players, coaches, students, fans, and others at games, and register them with the Sportsmanship Club when their actions justify membership cards signed by their principal and the superintendent.

Students qualifying for the Club will have their names listed each year in their high school year-books.

While this is a step to emphasize good conduct, it does not in any way discourage rivalry. It strongly favors clean, hard competition, but at the same time aims to eliminate undesirable happenings that sometimes tend to give athletics a black eye. The first Sportsmanship Workshop is a progressive step designed to make Kentucky the home of tolerant spectators, broad-minded cheerleaders, hard-playing athletes, gentleman coaches, and crusading principals.—Richard Van Hoose, Jefferson County Superintendent, Louisville 2, Kentucky.

CREDIT CLUB

"Say, I forgot my lunch money. Will you lend me a quarter?"

"Tickets for the football game? Won't you lend me fifty cents?"

"Oh, I wish I could go to the student council

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movie, but my allowance is almost spent, and I won't get any more money until next Monday."

"I'd like to have an Edison emblem but I never have enough money at one time."

Situations of this kind appeared constantly; both our teachers and friends were imposed upon by us. Finally, the mathematics department of our school proposed a Credit Club.

By buying a twenty-five cent share and having an application for membership approved by the board of directors, any member of our school can become a Credit Club member, with the privilege of borrowing from the common capital and becoming a consistent saver.

The Credit Club office is open daily during all class periods. There, shares are sold; loans are made, repaid, or extended; and shares are sometimes surrendered. A Credit Club member's Account Card, a combination card for recording shares and loans, is used.

A member may borrow up to fifty cents on his signature only. With a pupil co-signer, he may borrow as much as one dollar. With an adult co-signer, he may borrow up to three dollars. A daily interest charge of a specified amount is made, depending upon the size of the loan. All loans must be repaid in one week. Borrowers may secure an extension but unless the loan is paid when due, a fine of one cent a day thereafter is imposed.

Members meet regularly once a month and wherever called to special meetings. They elect five of their number to serve as a board of directors, who carry on the business between membership meetings in line with policies laid down in the constitution and by-laws.

At the annual dividend meeting in the spring, the board of directors authorize the distribution of the interest money which has been received from borrowers during the year. The amount left after expenses of the business have been paid, and a certain amount set aside as a sinking fund, is divided among the members, according to the number of shares held.

The board of directors elects its own chairman, a treasurer, and other necessary assistants. Its weekly meetings are always attended by the sponsor, who is a member of the mathematics department of the school. The treasurer gives a weekly report to the directors on the finances

and business of the organization. Members of the board of directors take turns manning the office during the school hours.

An analysis last year revealed that too large a portion of the club's assets were held by too few members. Each twenty-five cent share paid an eight-cent dividend, a rate of earning which would bring a glow of pleasure to any commercial banker. Today, no member may purchase more than two shares a week.

The fair distribution of earnings is an elusive problem which demands continuous study. Committees have been investigating the possibility of investing surplus funds in such securities as Postal Savings, Government Savings Bonds, etc., even though the earnings are small.

Here at Thomas Edison School both students and faculty feel that the Credit Club is a worthwhile educational activity, for it presents in a practical way an important part of the mathematics program. It instills a sense of responsibility by awakening the realization that a loan is not a "gift," but an obligation which must be met. Last, but not least, it proves to student borrowers the satisfaction which comes when experience makes them good credit risks.—Joseph H. Weiss, Thomas A. Edison Occupational School, Cleveland 3, Ohio.

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AERONAUTICS—A PROJECT

Simon Gratz High School feels proud in the knowledge that it is one of an increasing number of schools throughout the country which are offering the general learning and information required of the individual who plans to follow aviation as a career.

Separate courses have been set up to accommodate two groups of students. Each of these courses is designed to prepare the individual, if he is so inclined, to pursue the branch of this extensive field in which he has the greatest interest.

The "Industrial Aero" course is intended for those students who do not plan to enter college, but who someday expect to join that group of men who "keep 'em flying"—boys, some of whom will later enter aeronautical schools to become licensed aircraft mechanics, aircraft engine mechanics, instrument specialists, propeller technicians, or who will work in any of the many special technical jobs required of the men who are responsible for the servicing, repairing, altering, and maintaining of flyable aircraft on the flight line.

Upon entering this course, the student is first familiarized with aeronautical terms of expression, nomenclature, and scale model building; later, a complete but not too intensive course in theory of flight helps give the novice an excellent foundation for understanding why an airplane does not fall to the ground when it is once aloft.

A large part of the industrial program consists primarily of shop work, in which the students come in contact with the minor problems confronting the professional ground man. The making of a wing rib jig is undertaken; the making of the actual wing rib follows; a complete wing panel is assembled from parts made by the student; and wire and cable splicing is practiced. All of these projects, and many more, are accomplished, using the same techniques required of the licensed mechanic and following the prescribed Civil Air Regulations affecting each individual job.

Engine maintenance, repair, and overhaul, add to the zest and vigor of the course and offer a wide experience with types and makes of aircraft power plants. Among some of the types studied are: horizontally opposed cylinder arrangement, single and twin row radial engines, inline engines, and of course the "V" type engine whose performance was so brilliantly demonstrated in some of our best fighters during the world conflict.

In contrast with the Industrial Aero course, the "Mechanics Arts Aero" course is designed to give preliminary briefing, and a substantial back-

ground to those young men planning to enter college courses, and to follow such careers as pilot, aeronautical engineering, and aircraft designing.

Shop work is kept to a minimum for these pupils. They follow a much more intensive course in theory and practice. Among the studies included are: theory of flight and aerodynamics, aero mathematics, instrument construction, operation and orientation, meteorology, navigation, and civil air regulations.

Both courses have access to the school's Link trainer, which is of the type used by the Naval Air Forces and Army Air Forces to train their pilots in the technique required for good instrument orientation and approach. In the "Link," the boys are shown how each instrument acts under actual flight conditions. Eventually each student is taught to fly it, and to get the "feel" of instrument flying as nearly as it can be approximated outside the airplane in flight.

Courses like these at Gratz High School and throughout the nation form another link in the chain of experiences by which our youth prepare to adjust themselves to the needs and requirements of this era of change and development.—Frank Ciarochi, Teacher, Simon Gratz High School, Philadelphia, Pa.

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STUDENT DIRECTORY MAKES MONEY

The Representative Assembly of Alice Robertson Junior High School has promoted a number of money making projects. One which was of service to the students and which also made money was the student directory.

Careful planning well in advance was the first essential for success in this venture.

The homeroom representatives presented the idea of the directory to the members of the homeroom, where it was discussed and voted upon favorably. Those who desired to purchase a directory placed orders with the representatives. This information was valuable in planning the quantity to be made and in estimating the possible cost, price, and profit. Each representative then secured the name, address, and telephone number of each member of his homeroom. The General Council president appointed a committee to arrange the names in alphabetical order.

A committee contacted stores and business establishments to sell advertising space. The price varied according to the space desired by the advertiser. Any homeroom or other organization could purchase space, and several did.

The Representative Assembly selected a cover design from those suggested by the cover committee. The stencils of names, addresses, and telephone numbers were cut, and the advertisements were drawn upon them. The last page was devoted to a summary of the activities of the Representative Assembly for 1950-1951 and to an expression of appreciation for the support and cooperation of the faculty, students and others. The cost of publishing the directory was thirty-five dollars for seven hundred copies. The advertisements and sale of directories at fifteen cents each added one hundred dollars to the council treasury.

In addition to the financial gain, the project gave the pupils experience in planning, executing plans, contacting the public on a business basis, overcoming obstacles, and in cooperative effort in working with a large number of individuals. The students were pleased with their directory. It serves for reference, autographs—and it's a handy object to have when "boy meets girl" or "would like to meet girl!"—Minnie L. Whitsett, Alice Robertson Junior High School, Muskogee, Oklahoma.

LEARNING THROUGH GROUP DISCUSSION

The charter of the United Nations became a part of the Constitution of the United States upon ratification by the United States Senate. This official entry by the greatest democracy in

the world community, into an official world organization, places new obligations upon every citizen of the United States.

This altered position of the United States in the official world community places a new concept upon the function of international relations. It is now the vital need to strengthen democracy; make it work, make it grow, through practical application on the international plan.

Our schools have an important part to play in meeting this new challenge which world conditions place upon democracy. We not only need to learn to understand and value what our democracy means; we also need to apply and practice the concepts of democracy in our schools, our homes, our communities—in our work and study and human relations. To do this, it is not enough to talk or read about democracy—we must live it.

Participation must be built up through generalizations, and generalizations are the result of specific information. The problem of how to better communicate this information was practically solved by Test Junior High School through student discussion groups. These discussion groups are under the direction of a general assembly director, whose responsibility it is to perfect and give direction to the mechanical aspects of the program. The topics selected, the materials used, the selecting of personnel, and the type of discussion group are the responsibilities of the Social Studies Department working in cooperation with the participating students.

The Social Studies Department commemorated the official entry of the United States into the United Nations by presenting a panel discussion on the United Nations Charter.

The objectives were to make the student body cognizant of the relationship of the United States Government to the rest of the world, and to give information on the concrete aspects of the United Nations Charter. It was hoped that events which were manifesting themselves could be better appreciated if the legal obligations of the United States were understood at least in part.—Clarence Hall, Head of Social Studies Department, Julia E. Test Junior High School, Richmond, Indiana.

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Comedy Cues

The teacher was holding an oral exam in grade school.

Teacher: Willie, tell me what you know about George Washington—was he a soldier or a sailor?

Willie: I think he was a soldier.

Teacher: Why do you think he was a soldier?

Willie: I saw a picture of him crossing the Delaware—and anybody who'd stand up in a rowboat ain't no sailor. —Kablegram

Is "waterworks" all one word, or do you spell it with a hydrant in the middle?

Doubtfully, the young mother examined the toy. "Isn't this rather complicated for a small child?" she asked. The clerk replied, "It's an educational toy, madam, designed to adjust a child to live in the world today. Anyway he puts it together, it is wrong.

—The Collegio.

Doorman at fraternity meeting: Who's there?

Voice: It is I.

Doorman: No teachers allowed.

—North Carolina Education

SAD STORY

The tragedy of the flea is that he knows for certain that all of his children will go to the dogs.

Lost on the Harvard campus, a visitor inquired directions of an undergraduate. The Harvard man apologized: "I'm sorry, sir, but I'm afraid I can't help you. I'd have to point."

—The Collegio.

Peggy: What's juvenile delinquency?

Reggy: Kids acting like their parents.

PERTINENT QUESTION

Hostess: Our dog is just like one of the family.

Bored Visitor: Which one?

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3/4" x 3/4"	60 45 46 36 28 23 19 16 11 10
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